



Coláiste na Tríonóide, Baile Átha Cliath  
Trinity College Dublin

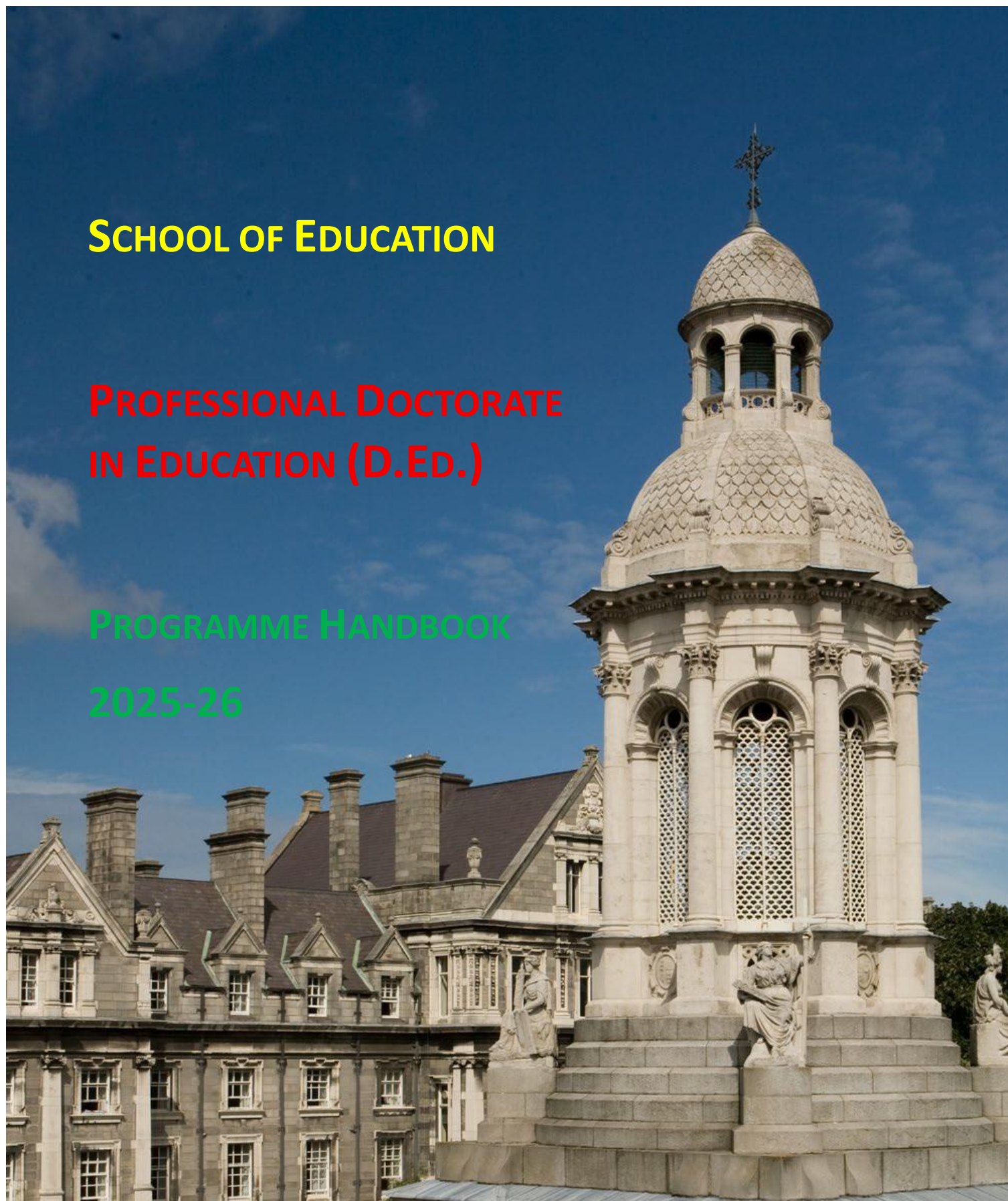
Ollscoil Átha Cliath | The University of Dublin

**SCHOOL OF EDUCATION**

**PROFESSIONAL DOCTORATE  
IN EDUCATION (D.Ed.)**

**PROGRAMME HANDBOOK**

**2025-26**



This handbook has been prepared to give you background information on the School of Education's D.Ed. programme.

We have attempted to ensure that it is as comprehensive as possible to help you navigate the different aspects of the programme from registration to thesis submission and everything in-between. It is intended to answer most of your questions, but if it does not you should feel free to ask those who are involved in the course (academic and administrative) no matter how 'big' or 'small' your enquiry is. However, it is important that you also familiarise yourself with the Graduate Studies Office (GSO) website as this contains a range of information concerning your tenure as a research student in Trinity College<sup>1</sup>. The GSO site is regularly updated and will provide more detail regarding some of the more formal 'rights and duties' of being a TCD research student. One key source of information is Part 3 of the TCD 'Calendar' (Graduate Studies and Higher Degrees) and can be found on the TCD website.

Prof Andrew Loxley

D.Ed. Course Director

School of Education

Trinity College Dublin

---

<sup>1</sup> <https://www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/>

## CONTENTS

<b>Section 1: Administration of the Programme</b>	<b><a href="#"><u>4</u></a></b>
<b>Section 2: Introduction to the Doctor in Education</b>	<b><a href="#"><u>7</u></a></b>
<b>Section 3: Outline of the Academic Programme</b>	<b><a href="#"><u>15</u></a></b>
<b>Section 4: Assessment Procedures</b>	<b><a href="#"><u>19</u></a></b>
<b>Section 5: The Confirmation Process</b>	<b><a href="#"><u>25</u></a></b>
<b>Section 6: Working with your Supervisor</b>	<b><a href="#"><u>28</u></a></b>
<b>Section 7: The D.Ed. Thesis</b>	<b><a href="#"><u>32</u></a></b>
<b>Section 8: Ethical Guidelines</b>	<b><a href="#"><u>36</u></a></b>
<b>Section 9: Programme Evaluation and Development</b>	<b><a href="#"><u>40</u></a></b>
<b>Section 10: The Library</b>	<b><a href="#"><u>41</u></a></b>
<b>Section 11: Other Support Services</b>	<b><a href="#"><u>49</u></a></b>
<b>Annex One: Referencing Conventions</b>	<b>52</b>
<b>Annex Two: TCD Thesis Submission Guidelines</b>	<b>63</b>
<b>Annex Three: D.Ed Student Progress Review Form</b>	<b>66</b>
<b>Annex Four: Student Confirmations</b>	<b>68</b>
<b>Annex Five: College Statement on the use of AI</b>	<b>70</b>
<b>Annex Six: College Statement on Academic Integrity</b>	<b>77</b>

## **SECTION 1     ADMINISTRATION OF THE PROGRAMME**

### **D.ED PROGRAMME OFFICE**

The Doctor of Education programme is part of the School of Education and comes under the auspices of the area of Teaching and Learning (Postgraduate) which deals with most of the administrative aspects of the D.Ed. The office is situated in the Arts Building in room 3087 and is normally open from 9am to 5 pm Monday to Friday (in person Wednesday and Friday and virtually Monday, Tuesday and Thursday). All correspondence should be addressed to:

Address:        D.Ed. Programme Office,  
                    Room 3087,  
                    School of Education,  
                    The Arts Building,  
                    Trinity College  
                    University of Dublin,  
                    Dublin D2

Tel:              01 896 3583

Email:           Phdresearch@tcd.ie

The D.Ed. course administrator(s), is Ms Fiona McKibben and can be contacted directly either by phone 01 896 3583 or email [phdresearch@tcd.ie](mailto:phdresearch@tcd.ie)

**Please note that as per College policy communication to students is undertaken via TCD student email address so do remember to check this on a regular basis.**

### **D.ED. COURSE DIRECTOR**

The D.Ed. course director is Professor Andrew Loxley, who can be contacted by phone 01 896 3650 or email [loxleya@tcd.ie](mailto:loxleya@tcd.ie). Please note that in the first instance all enquiries as to modules, assignments, appeals, feedback, supervision and complaints, should be directed to your supervisor. If necessary you can address queries to the D.Ed. office who will then, where appropriate, inform Prof Loxley.

### **MODULE CO-ORDINATORS**

The D.Ed. comprises of five modules, each of which has a co-ordinator who also acts as a student's first point of contact regarding any issues or queries pertaining to that module.

Module	When offered	Co-ordinator	Contact
Research for Fieldwork *1	Year One	Prof Andrew Loxley	loxleya@tcd.ie
Perspectives, Praxis & Power	Year One	Dr Andrew Gibson	Andrew.Gibson@tcd.ie
Research for Fieldwork *2	Year Two	Prof Andrew Loxley	loxleya@tcd.ie
Imagination, Transformation & Learning	Year Two	Prof Carmel O'Sullivan	Carmel.OSullivan@tcd.ie
Building Theories	Year Three	Prof Andrew Loxley	loxleya@tcd.ie

## YOUR DETAILS

It is important, in order to contact you efficiently, that we have your current postal address, email address and telephone numbers. If these change during the year, please can you inform the programme administrator as soon as possible.

## REGISTRATION

It is mandatory for every research student to register (or re-register) on an annual basis. Students who have registered in September are required to do so in the same period in each year of study. Registration is now carried out on line, please see the TCD website for exact details: <https://www.tcd.ie/academicregistry/registration/how-to-register/>

Please also note that there is a **late registration fee** if you fail to register in the time period allotted. If a student fails to register they will be withdrawn from College “books” for that academic year and have to re-apply for admission and pay an extra charge on top of the designated programme fee.

## SUSPENSION OF REGISTRATION

Students may apply to suspend their registration (i.e. go ‘off books’) only under certain circumstances (given in Part-Two of the College Calendar) such as prolonged illness. This application is made via the student’s supervisor to the Dean of Graduate Students and should be accompanied by a letter of recommendation from the Director of Teaching and Learning (Postgraduate). Off books status can be granted for a year, and in exceptional circumstances extended to a second year. When returning to studies after a period “off-books” you should contact your supervisor in time for him/her to indicate your return to College before the deadline of July 1<sup>st</sup>.

## **FEES**

In relation to fees it is TCD policy that they are paid prior to registration. According to TCD procedures for:

***New taught students:*** deposits and fees must be paid online using epay.

***New research students:*** an invoice will be sent to you with your offer letter.

***Continuing students:*** an invoice will be sent from the Fees Office annually.

Please note that for those students who may need confirmation that they have successfully completed an academic year (e.g. for their employer or funder) contact either Ms Fiona McKibben or Prof Loxley who will be able to assist with this.

## **KEY DATES: TCD**

### *Semester One*

Teaching Term Starts – 15<sup>th</sup> September

Study Week – 27<sup>th</sup> October

Teaching Term Ends – 5<sup>th</sup> December

### *Semester Two*

Teaching Term Starts – 19<sup>th</sup> January

Study Week – 2<sup>nd</sup> March

Teaching Terms Ends – 10<sup>th</sup> April

For more details please refer to the following link.<sup>2</sup>

## **KEY DATES: THE D.ED.**

The D.Ed. programme generally follows the TCD academic year structure, however the specific dates and related information for each module e.g. session dates, times, location, assignment submissions etc. can be found on Blackboard (the programme VLE) under each module.

---

<sup>2</sup> <https://www.tcd.ie/calendar/academic-year-structure/2025-26/academic-year-structure.pdf>



## **SECTION 2     INTRODUCTION TO THE DOCTORATE IN EDUCATION**

### **TRINITY COLLEGE AND THE SCHOOL OF EDUCATION**

Trinity College, the single constituent college of the University of Dublin, was founded by Queen Elizabeth the First in 1592, and so celebrated its Quarter centenary in 1992. It is the oldest university in Ireland and one of the older universities of Western Europe. Based on the general pattern of the ancient colleges at Oxford and Cambridge, Trinity is larger, with a main campus extending over 40 acres in a unique site in the heart of the city. The west end of the campus includes five quadrangles of squares with many buildings from the 18th century, notably the Old Library - home to the priceless 9th century manuscript, 'The Book of Kells'. The most recent of these squares was completed in 1978 and is situated opposite the award-winning Arts Building. Further east, the recently built Hamilton and O'Reilly buildings house many of Trinity's science and technology departments and complement the recently completed Dental Hospital. In a number of ways, Trinity is central to Irish life. Many of the famous people of Irish letters and history were educated at Trinity including writers such as Jonathan Swift, Oliver Goldsmith, Oscar Wilde and Samuel Beckett. Ireland's first President, Douglas Hyde, and two other presidents Mary Robinson and Mary MacAleese were all either educated in Trinity College or on the staff of the College or both. Most academic activity is concentrated in the main College campus. However, recent developments have allowed expansion of the Health Sciences Faculty off-campus, in two major locations - a purpose built facility in the largest teaching hospital in Ireland, at St. James's Hospital in Dublin and another in a newly completed regional general hospital in the Dublin suburbs at Tallaght. In addition, sporting facilities and accommodation are provided both on and off-campus. The vigour of any university must be judged by its commitment to research. In the early twenty-first century, this often takes the form of partnership with major international companies or of inter-institutional co-operation within the framework of programmes.

The School of Education was established in Trinity College in 1905. Over the past 100+ years it has grown in size and stature and now provides undergraduate and postgraduate courses in education, as well as undertaking research into many different areas of educational life. It is one of the major professional schools of the University with a current enrolment of 560 students. It has twenty full-time and over seventy-five part-time academic staff. The School is committed to engaging with educational issues through teaching and research at a number of levels: initial teacher education, postgraduate teacher education and continuing professional development. Within this context of informed practice, the School is dedicated to undertaking high quality research, which permeates teaching at both undergraduate and postgraduate levels. The result of this scholarly activity has gained both national and international recognition in both the academic and professional community and contributes to the understanding and practice of education.

The School has a small cohort of Undergraduate students who study for the degree of Bachelor in Music Education. The School also has a well-respected and thriving portfolio of postgraduate programmes including the Professional Masters in Education in Secondary Education As well as the more generic Masters in Education and recently establish M.Oid. As well as the more traditional M.Litt. and Ph.D. research degrees, the School was the first Irish university in 2005 to offer a professional Doctorate in Education. As well as the provision of undergraduate and postgraduate programmes, the School has a long and distinguished history of undertaking high quality research, which has gained both national and international recognition in the academic

community. The centrality of research within the School is further reinforced by the close links it plays in teaching at all levels. All of the School's academic staff are research active and are members of research centres or groups. They either pursue work on their own or collaboratively which is underpinned by a thriving research culture in which the interchange of new ideas (and the debating of old ones!) is a vibrant part of everyday life.

As a fundamental part of the research culture of the School, there are a number of points during the year where seminars, guest lectures and conferences take place. Although it is not a requirement for students to attend all of these activities, we would regard participation in some of them as being a constituent part of becoming a researcher. Information concerning these sessions can be found on the notice boards or on the School's website (<https://www.tcd.ie/education/>).

One of the benefits of being a postgraduate student in TCD is that it is an energetic and engaging research environment involving interaction with other Schools and Departments in the social and natural sciences and arts, at various junctures during the academic year. It is well worth the time and effort to try, where possible, to attend sessions in other parts of College. The School is the only School of Education on the island of Ireland to have been consistently in the QS subject rankings top 100.

#### **ACADEMIC MANAGEMENT OF THE SCHOOL OF EDUCATION**

The day-to-day management of the School of Education is undertaken by the Head of School, the Director of Research, the Director of Teaching and Learning (Postgraduate) and the Director of Teaching and Learning (Undergraduate). Additionally, school policy is developed and implemented by the School Executive and the School Committee (made up of all academics and administrative staff). Research in the School of Education is coordinated and supported by the Research Committee and the Director of Research. Research training for postgraduate students, whether on research or taught degree programmes, is jointly managed by the Director of Research and the Director of Teaching and Learning (Postgraduate).

#### **RESEARCH IN THE SCHOOL OF EDUCATION**

The School has a thriving and vibrant research culture organised around two College research centres and four research groups. Additionally, we like to encourage doctoral students to become involved in an appropriate centres or group.

- **The Cultures, Academic Values in Education (CAVE)** research centre focuses on the area of higher education both nationally and internationally.
- **The Centre for Research in Information Technology in Education (CRITE)** is a joint collaborative initiative between the School of Education and the School of Computer Science and Statistics.

As well as the centres there are six research groups within the School of Education and draw membership from outside the school. These are:



- **Inclusion in Education and Society (IES)** has a high profile in special needs education, student voice, psychology of aggression and prejudices and related fields.
- **Research in School Education (RISE)** is currently exploring areas such as learning environments, models of teaching, learning and assessment, and the work of Lev Vygotsky.
- **Arts Education Research Group (AERG)** focuses on drama, theatre, music, dance and arts education.
- **Science in Society** is a group which is developing a research agenda in the area of STEM education, across all sectors of formal and informal education.
- **The Language Use and Multilingualism in Education Research Group (LUMIERE)** brings together researchers who share a vision for language and education that is rooted in the related concepts of integration, inclusion and identity.
- **Teacher Education and Development Research Group** was founded to be a leading national and international voice in shaping the future of teacher and school leader education.

#### **RESEARCH SEMINARS IN THE SCHOOL OF EDUCATION**

The School organises a series of research seminars (usually held once a month) which full-time research students are expected to attend and, where appropriate in relation their own work, to contribute to. Part-time students are also strongly encouraged to attend and also present their work at these seminars.

The seminars provide for an arena in which academic staff and students can present and discuss various facets of their work in a relatively informal and supportive atmosphere while providing the opportunity to practice conference presentation. The timetable for the seminars can be found on the TCD website; notification of forthcoming seminars is by email, posters and the College listings. <http://www.tcd.ie/Education/>

## **THE D.ED.: MISSION STATEMENT, AIMS, OBJECTIVES AND STRUCTURE**

### **THE D.ED. MISSION STATEMENT**

Our mission is to attract a cohort of senior and experienced practitioners who wish to develop their careers through undertaking innovative practice-focused research which is underpinned by a critical engagement with and application of the current and extant research literature in their fields.

The aim of the D.Ed. is to enable students to question, challenge and to transform personal and professional knowledge in a deep and meaningful way that has direct impact on thought and practice. We aim also to construct, each year in which the programme is offered, a strong sense of belonging to a cohort of mutually supportive professional inquirers and critical thinkers that will provide a social, professional and academic bond that assists each student in their persistence, determination and ambition to achieve this significant qualification. We aim also to engage in innovative and creative pedagogical practice within the programme and in particular, to explore different and imaginative ways of assessing learning and progress through the programme. Significant thought and consideration will be given to alternative forms of summative assessment other than the traditional written assessment modes.

The D.Ed. represents the logical development of the School of Education's postgraduate provision. It has been designed to complement the traditional Ph.D. by offering students the opportunity to not only undertake a substantial piece of high-quality research, but to do so in a framework which is intended to be more conducive to the needs of practitioners. Although the D.Ed. has much in common with the Ph.D. (as recognised by TCD in terms of parity of status as they are both Level 10 programmes), it provides students with an overt structure that is normally missing from the traditional Ph.D. 'experience' in the social sciences. The D.Ed. was designed from the outset to provide a research-based and informed programme with a specific focus on professional practice. The locus of the D.Ed. is the research thesis, hence all of the work which you will engage in will have that as the ultimate aim of the programme. As such, students are guided through the research process of the D.Ed. in three main ways:

1. The modules and seminars
2. Research methodology and practice
3. Research supervision

Each of these are dealt with in more detail below, but in short this triad of 'components' is intended to not only give students key reference points in terms of content, but act as markers of progression. Undertaking doctoral level research represents a huge commitment on the part of both the student and their supervisor, not forgetting to mention those critical 'others' (fellow students, colleagues, other academics, family etc.), who weave in and out of the process.

Given the scope and scale of the work which goes into the final thesis, having a series of markers regarding where on the research 'road' students ought to be, should have both an affective and educational function. Affective, as the D.Ed. attempts to add a temporal structure to the process and educative as it provides for a series of points for students to progress through and towards. However, it is important to state that this structure is only a generic one and will be approached

by each student in their own way. The successful completion of a doctoral thesis requires not only adherence to a 'research recipe', but more importantly, the engagement in a creative and intellectual process which will hopefully open up new and unexpected avenues.

#### **AIMS OF THE D.ED.**

The aims of the D.Ed. mirror those of the School of Education and TCD more generally in the endeavour to undertake research of the highest quality and contribute to communities of practice however defined both nationally and internationally. More specifically we will actively encourage and educate students to engage in this spirit of critical enquiry which permeates the School of Education.

In short the aims of the D.Ed. are to:

- Enhance and deepen professional knowledge and understanding of domain specific educational issues;
- Develop expertise in and a critical understanding of, the nature, design and undertaking of empirical and non-empirical educational research;
- Produce an original study which demonstrates the ability to conceptualise, design and undertake educational research;
- Enable students to work autonomously as well as collaboratively in professional or equivalent environments and;
- Make a contribution to knowledge.

#### **LEARNING OUTCOMES AND SKILLS TO BE DEVELOPED**

Embedded within the more general aims of the D.Ed. as specified above, are a series of learning outcomes and skills which the programme is intended to develop. Although the discourse of 'outcomes' is normally associated with competency-based models of training, which might be considered to be the antithesis of doctoral work, those for the D.Ed., reflect what PhD students would be expected to be capable of demonstrating either in the thesis, viva or other arenas at the end of their programme.

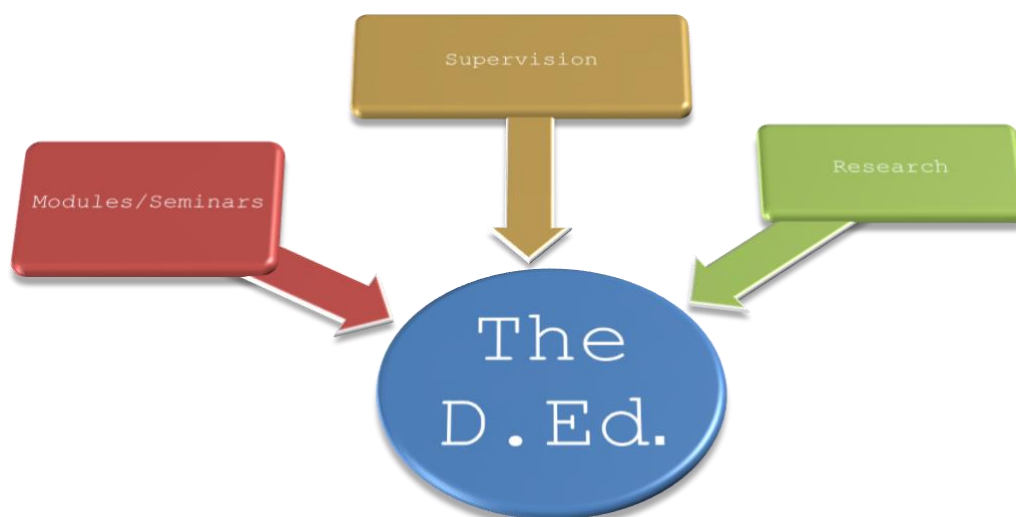
Thus it is expected that on successful completion of the programme graduates should:

- Demonstrate the ability to formulate research questions pertinent to the domain of study;
- Demonstrate the ability to explore and critically consider different modes and approaches to investigating specific research question(s);
- Be able to critically set the research question(s) within the context of previous research and knowledge;
- Be able to plan, organise and manage research projects;

- Be capable of constructing and presenting (orally, visually and/or textually in different contexts) research findings and outcomes;
- Be able to generate, manage and critically evaluate different forms of primary and secondary data;
- Be capable of undertaking both numeric and non-numeric forms of research;
- Use ICT for a range of different purposes e.g. data management & storage, data analysis, literature searches, presentation of findings etc.;
- Understand the legal and ethical dimensions of conducting research in educational and related environments;
- Critically understand the role of the researcher and her relationship with the research process and knowledge generation.

#### **STRUCTURE OF THE D.ED.**

The D.Ed. has been designed to function as an integrated programme. That is, all the elements from the first meeting with a supervisor, through the core modules and right up to submission of the written thesis, are intended to be interconnected. Within a programme that is made up of a number of components (seminar, supervisory and research) that in combination leads to a doctoral award, it is crucial that there is linkage between them. The following is a brief description of the purpose and function of these elements, which in turn are discussed in more detail later in this handbook.



### ***The Research Component***

The research dimension of the D.Ed. is the essence of the programme. The other two components, the supervisory and the modules/seminars are primarily devices to guide and support students. The aim of these is not only to learn how to do research, but for students to become researchers in their own right. The D.Ed. is intended to function as a starting point for people who wish to incorporate research into their professional practices. In short, it is about developing in practitioners the ability, capacity and competence not only to undertake, but commission and supervise research in whatever context they work in after they have graduated.

The successful completion of a thesis is as much about the *process* of creating an original contribution to knowledge as it is the finished 'product'; if such a piece of work can ever be finished. What we hope to make explicit on the programme is that research is much more than learning and developing technical competence in for example questionnaire design or document analysis; it is also about creative and intellectual growth, which we would like to think does not end when the thesis is proudly sitting on a bookcase.

It also takes time to become a researcher and critically meld research theory and research practice into a relatively seamless 'whole'. For the D.Ed. the culmination of this melding is the thesis, which organically grows out of the initial research questions and into a substantive piece of research.

### ***The Supervision Component***

One of the most daunting aspects of starting and in a lot of instances, continuing doctoral level research is the sheer magnitude of the task. The conception, planning and undertaking of a study that not only has to demonstrate a range of features (criticality, methodological rigour, intimate knowledge of the literature, internal coherence etc.) to exacting standards and over a relatively long-time span requires support and guidance. A key dimension to this support is the supervisor. Although role of the supervisor (as well as the student), is discussed in more detail below, this is traditionally, and the D.Ed. is no exception, multifaceted. We would also see it in the school as a relationship based on the development of mutual trust and undertaken in a spirit of shared intellectual endeavour. As with the PhD and unlike other professional doctorates, students are allocated a supervisor prior to entry on the programme and begin working with them from the outset.

### ***The Module / Seminar Components***

The third strand and possibly the most 'structurally visible' part of the programme are the seminar sessions. Although in other professional doctorate programmes these are commonly referred to as the 'taught' elements or 'taught' modules, we are disinclined to label this part of the D.Ed as such. At doctoral level, we would expect our students not to require teaching in a way which is applied at undergraduate and even at masters level. One of the main expectations the School has of its doctoral students is that they are firstly capable and confident learners and secondly, are able to function in most parts as critical *independent* learners. In this context the notion of independent is not intended to be synonymous with being isolated. Nor does independent mean that we expect students who embark on a course of doctoral study to be fully conversant with what is required to study at this level; this is somewhat contrary to the

philosophy of the D.Ed. The modules/seminars are intended to function on two levels. Firstly, to act as regular points of contact for the cohort of D.Ed. students; affording the opportunity to meet as an intact group and share ideas and generally support each other: in essence to try and reduce the problem of isolation as learners. Secondly, and going beyond the affective and pastoral dimension, the seminars/modules will focus on the development of students' critical thinking through the introduction (or for some people the re-visiting), of a range of concepts and theoretical frameworks. The research methodology sessions will have a slightly more didactic structure to them as there is specific content to be 'covered' and skills to be developed, but will nonetheless be underpinned by a spirit of critical enquiry.

## SECTION 3 OUTLINE OF THE ACADEMIC PROGRAMME

This next section will provide a more detailed overview of the programme beginning with the structure and the timeline.

### STRUCTURE AND TIMELINE

	Module	Thesis	Milestones	Additional
<b>Year One</b>	‘Research for fieldwork: Part 1’ Core Module *1: Perspectives, Praxis & Power	Working with supervisor on thesis planning; exploration of literature; developing the research design	Research Assignment One Core Module Assignment	Literature review should be 50% complete at the end of Year One Research Design should 50% complete at the end of Year One
<b>Year Two</b>	‘Research for fieldwork: Part 2’ Core Module *2: Imagination, Transformation & Learning	Continue working with supervisor on lead-up to fieldwork Begin fieldwork during/end of SM Two	Confirmation at end of Year Two Research Assignment Core Module Assignment	Literature review should be 90% complete at the end of Year One Research Design should be complete at the end of Year Two
<b>Year Three</b>	‘Building Theories, Explanations & Models: advanced data analysis’	Empirical work	Research Presentation at end of SM Two: ‘The Research so Far. . .’	Workshop on thesis writing etc.
<b>Year Four</b>		Writing-up Viva Voce		Workshop on thesis writing etc. Mock viva

### THE MODULES

The module component of the D.Ed. programme comprises of 5 modules. Two of these are designated the ‘Strand-Specific Modules’ and four are based around research methodology. Each module has been allocated 200 hours, of which approximately 25 are linked to face-to-face or occasional online seminar sessions and the remaining 170 to a range of activities such as personal reading, seminar preparation, preparation of assignments and tutorials with module tutors. The quantification of time in this manner allows students to a) develop a sense of the depth of study which is required for each module and b) structure their time management. It is important to note that this time allocation is separate to the arrangements that are made with the thesis supervisor. However, it is equally important to note, that the study work undertaken for the modules will ‘feed into’ the supervisory and thesis components. This is most obvious in relation



to the research methodology sessions, which will for most students have a tangible influence on their thesis proposal and later thesis work. Brief descriptions of the modules covered in the programme can be found below

**Attendance:** Needless to say attendance at the modules is an expected part of the programme and an important part of the learning process. Though there will be times when attendance is not possible due to for example unavoidable work or family commitments. If this is the case then please do inform either Ms McKibben or Prof Loxley as soon as you can.

### **CORE MODULE 1: PERSPECTIVES, PRAXIS & POWER (YEAR ONE)**

#### **Module Co-Ordinator: Dr Andrew Gibson**

The module is built around three main conceptual themes namely '*Perspectives, Power and Praxis*' through which students will be encouraged to engage in the process of critically deconstructing five key issues pertaining to contemporary education: globalisation, sustainability, neoliberalism & neoconservatism, social justice & diversity, cultural identity & agency. Students will assess these issues through firstly selected disciplinary and inter-disciplinary *perspectives* germane to the study of education (e.g. sociology, pedagogy, philosophy, history, creative arts, disability studies, science & technology). Secondly, students will be introduced to different conceptions of *power* and will consider the effect of domination and subordination which shape and form the issues being investigated. Lastly, within the theme of *praxis* students, will be encouraged to critically explore how the identified issues (e.g. globalisation, diversity etc) are implicated (or not) in their professional lives. As an overarching narrative to this (and the subsequent) module, the conjoining of perspectives, power and praxis, is articulated within the notion of 'positionality'. The latter is intended to act a point of mediation between the students-as-practitioners vis-à-vis macro-structures and systems which will be explored during the module.

### **CORE MODULE 2: IMAGINATION, TRANSFORMATION & LEARNING (YEAR TWO)**

#### **Module Co-Ordinators Prof Carmel O'Sullivan**

The module will introduce students to a range of concepts relating to transformation (social, personal and professional), learning theories (socio-cultural and critical-emancipatory) and imagination (homo-ludens, creativity) and their relationship with educational processes and practice. Students will build on prior learning from the prerequisite module (*Perspectives, Power and Praxis in Education*). Whereas the latter had as its focus the notion of critical deconstruction of process and structures, the aim of this module is for students to engage in a critical reconstruction of educational practices with a specific focus on the inter-relationship between: 1) transformation and more specifically that of *bildung*, 2) contemporary learning theories and 3), the role in which imagination and creativity can play in the critique and reconstruction of pedagogical process and practices. As its starting point, students will engage in a critique of the discourse of the so-called '21st century skills' and in particular its emphasis on creativity, critical thinking, collaboration and communication. In consolidating and building on prior learning, students will consider these from pedagogical perspectives and importantly the contradictions between their emancipatory and transformative possibility, and colonisation and domestication by societal institutions underpinned and driven by the logic of capital accumulation, acquisitive individualism and exclusion which advocate a surveillance and corporate style audit culture.

Secondly, and allied to this critique, will be a consideration of the role of technology and its ambiguous position in contemporary pedagogical practices. Lastly students will be encouraged to explore the intersection between the construction/reconstruction of the curriculum as a form of cultural artefact and its instantiation through practice in formal, informal and non-formal educative contexts. This will provide students with the opportunity to consider the micro-processes through which identity and positionality, both individual and collective is produced, reproduced and challenged through educative encounters. Central to the content and subsequent learning and teaching activities will be an emphasis on reflexivity, positionality and Whitehead's notion of a living educational theory.

#### **RESEARCH FOR FIELDWORK \*1 (YEAR ONE)**

##### **Module Co-ordinator: Prof Andrew Loxley**

This module is intended to act as an introduction to educational and social science research methodology. As such it will offer students the opportunity to explore a number of cognate themes and issues within educational research on two interconnected levels. The first level concerns the broader philosophical and socio-political questions around the nature, purpose and functions of educational research. The second level concerns the methodological dimensions of educational research and will focus on specific approaches such as surveys, experiments and case studies. During the course of the module, students will be encouraged to develop a critical understanding of the linkages between these two levels through both theoretical and practical engagement. In turn this will allow for critical reflection upon a number of emerging and recurring issues around what constitutes educational knowledge, its construction and evaluation. During the course of the module we will explore the following issues:

- The nature and design of educational and social science research;
- The diversity of traditions, paradigms and other concepts informing educational and social science research;
- Problems associated with sampling and representation;
- Basic philosophical issues in research relating to epistemology, ontology and ethics;
- The nature and role of practitioner and committed stance research in education;

#### **RESEARCH FOR FIELDWORK \*2 AND 'BUILDING THEORIES AND EXPLANATIONS' (YEAR 2 & YEAR 3)**

##### **Module Co-ordinator: Prof Andrew Loxley**

These modules build on the skills, knowledge and understanding developed during the prior module Research for Fieldwork \*1. The aim of the module in Year Two is to introduce students to a number of new areas within educational research but within the context of the foundations explored in the prior module. The shift will be to the more 'practical' dimension which will be further explored in 'Building theories' module in Year Three. More specifically, students will have the opportunity to assess the role and use of computer packages such as MaxQDA, NVivo and SPSS in the management and analysis of numeric and non-numeric forms of data. They will also be introduced to the basic principles of statistical description and testing in educational research.

Issues of trustworthiness and transferability will be explored, as well as the use of multiple data sources to strengthen (or not) research findings. This will be meshed within a deeper exposition of the philosophical questions that have already been raised, as well as a more specific focus on the so-called qualitative-quantitative debate, epistemology, ontology and research ethics.

- Appropriate use of computer packages to manage and analyse numeric and non-numeric forms of data;
- Statistical description and testing in both primary and secondary data sources;
- The role of surveys and questionnaire design in educational research;
- The nature, role and function of triangulation and trustworthiness in educational research;
- Re-visiting issues within sampling and sampling strategies;
- The continuing qualitative-quantitative debate within educational research and social sciences;
- The purpose and nature of interviews and naturalistic observation within the context of various kinds of research;
- Different modes of generating data e.g. focus groups, diaries, interviews, observations, questionnaires, image-based etc.;
- The use of documentary and secondary sources.

## **SECTION 4     ASSESSMENT PROCEDURES**

### **ASSIGNMENT REQUIREMENTS**

Each module is, unless stated otherwise, assessed by a written or comparable assignment of approximately 5000 words. For clarification, 'comparable' will normally take the form of a seminar presentation, in some instances the production of an artefact and an accompanying written report.

The grading of assignments is on a 'pass-fail' basis. Students are required to pass all assignments in Year One and Year Two and the Confirmation (see below) before being permitted to progress onto part-two of the programme (i.e. Years Three and Four).

Students who fail a module assignment may re-submit a new piece of work for assessment. Only one resubmission per module is permitted. This also applies to the 'confirmation' component of the D.Ed., whereby only one resubmission is allowed.

Please note that assessment for the Year Three module 'building theories and explanations' is by attendance only.

### **SOME GUIDANCE ON WRITING MODULAR ASSIGNMENTS**

Even though all of the students on the programme will be experienced writers either from previous academic study or their professional work, it is nonetheless useful to briefly outline some of the normal requirements of writing and presenting an assignment. The development of your own academic 'voice' is something the programme will ardently encourage, however and without attempting to be overly directive it is important to be cognisant of the way in which such voices are 'structured'. It is essential to be aware that the most frequent way in which you will communicate to others on the programme will be in a written form. This suggests that you need to be alert to what kind of writing is required e.g. a traditional essay, a report, a proposal and so on. As such the context and purpose of the writing will have a strong influence on *how* you write as well as *what* you write. Clarity, fluidity as well as having something interesting to say comes after much practice and much reflection on the process. Many successful – you can define what this means - writers in academia have spent a long time developing this skill. For many academics, good writing, like playing a musical instrument, does not come easily but has to be worked at. One of the purposes of the D.Ed. is to be able to give students the critical space and time in which to develop as academic writers.

Based on our experience it is strongly advised that students seek discussions with the lecturer on the programme who will be assessing their assignment. This is essential to allow for the clarification of the topic chosen, as well as to allow for more general academic discussion around the concepts, arguments etc. that will inform in the piece.

### ***Organisation of the piece***

A piece of writing which otherwise demonstrates good ideas, clarity, argumentation and so forth can be completely undermined by poor organisation. In this context organisation refers to the overall structure of the piece and how you as the writer guide your reader through the text from one section to another or even one idea to another. The use of subheadings is one such device,

but they can be rendered meaningless or less effective if they are not accompanied by some text which provides the reader with an explanation as to what function this part of the piece is for. Putting aside arguments post-modern notions and 'readerly' and 'writerly' texts, the reader is generally not in a position to second guess what it is you are up to. Writing a good quality piece of academic text is like solving a maths exam question, that is it's all very well to get the answer, but what is really needed is for the student to show her 'working'. The simile is equally relevant to writing an academic paper, in that it needs to demonstrate an *explicit* chain of reasoning as to why and how you are moving from one segment to another. In other words, they will not know unless you tell them. When you read other work, published papers, reports and the like, appraise them not only in terms of content but also in the organisation of the content. A well organised piece should almost appear paradoxically not to have any structure as it enables you move through it almost seamlessly.

### ***Chain(s) of reasoning***

Linked to the notion of organisation is the minutiae of how you link ideas, concepts, other people's positions (as well as your own) and so on. An academic piece of writing is not a random collection of 'bits' nor an exercise in the 'stream of unconsciousness', but a coherent and tightly reasoned set of relationships. In other words, think very carefully (and critically) about how 'things' are connected? In other words what are the logical steps that allow you to link together these 'things' together? Again, you might very well have a good understanding as to how for example 'inclusion' contributes to more 'diverse forms of teaching and learning' in primary schools, but you cannot simply juxtapose these two (or more) ideas, phenomena, occurrence or whatever you are discussing, without explaining *how* this might be so. Again, never presume that your reader will a) be able to join the logical 'dots' and b) if they do, there is a very good chance it might not be the connection you are trying to make. A good argument, even if your reader may not agree with it, is about being explicit. Never worry about treating your readers as if they are a 'low attainer' by specifying everything, it is when this does not happen that people become concerned. Remember that the function of an academic assignment (as with most other forms of academic writing), is to be explicit about what you mean, unless, that is, you are engaged in some form of 'experimental' ethnography or action research.

### ***Arguments***

Also linked to the above is the notion of logic, is that of 'argument'. Quality academic writing should not only exhibit organisation and logic but also clarity of argument. Argument in this context is not some omnidirectional and uninformed 'rant' but a process of taking into account other voices and positions when constructing your own case. Building a coherent argument involves thinking critically about *what* other people are saying and how their voices can be used within your writing. What you should not do is only draw on those who support you position; that is if you have one as you might not. Whilst it is important to find or use those who you agree with, it is equally important to use the work of those whom you do not. This is about two key issues in terms of your scholarly work 1) your writing is informed and 2) you are aware of, acknowledge and actively use a wide range of ideas and sources. As an important adjunct to this, academic writing should exhibit a good knowledge of the area you are writing about. It should be evident in your writing that you have read widely and critically thought about what you have encountered. It is essential that you avoid the 'shopping list' approach to presenting what you have read. Merely offering your reader a critically undigested roll call of the great and the not so

great, will not in any way help to build your argument. Also, and highly important is to remember to include yourself in this process. Do not presume that academic writing is really nothing more than the making of a 'critical inventory', you also need to draw on your own professional experience and reflections. This can work well if you link it into theories and concepts that are part of the assignment. Again, and it seems tediously obvious, but 1) make sure your stories are relevant to what you are discussing in the assignment and 2) do not saturate your writing with them. This is a difficult thing to attain in academic writing and can take years of practice, so do not be too disappointed if you do not get it right immediately. This is also true to say of the majority of writers in academia.

## **THE USE AND REFERENCING OF GENERATIVE AI**

In relation to the use of generative AI the following is TCD's position on this which is that the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used to inform a student's document or work output, this usage should be acknowledged and appropriately cited, as per [Library guidelines on acknowledging and reference GenAI](#). From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy.

Please refer to Annex Six of this handbook for the College policy in more detail or the following link in the footnote below.<sup>3</sup>

## **MARKING**

All coursework is marked by the module co-ordinator and/or lecturers who have contributed to the module and according to agreed guidelines. Assignments will also be moderated by other staff members of the programme to ensure consistency. Towards the end of the academic year a sample of all work is sent to the external examiner to ensure comparability of standards across the D.Ed. All grades that are given are deemed provisional until agreed upon by the D.Ed. Court of Examiners.

Assignments will normally be marked from the following standpoints:

- Knowledge of relevant literature: theory and research;
- Knowledge of relevant professional practice and research methods;
- Informed critical judgement of theoretical, professional and research issues;
- Ability to demonstrate a clear understanding of the problem;

---

<sup>3</sup> [College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research](#)

- Ability to evaluate the significance of research or other pertinent material (e.g. policy documents, historical records etc);
- Ability to assess the plausibility and importance of different lines of argument, competing or complimentary;
- Recognition of the implications of evidence;
- Ability to develop a clear line of argument;
- Use and appropriate concepts and language;
- Material is logically organised, demonstrates clarity of expression and is and accurately referenced;
- Where appropriate shows reflection and reflexion on professional biography.

The marking grid given at the end of this document will show in more detail the minimum criteria used in assessing student work.

The assignments (excluding the thesis and any other tasks), which students may be asked to undertake as part of the programme are marked on a pass/fail basis. In the case of a fail, students are allowed to re-submit the work which was not deemed to have reached the required standard.

#### **SUBMISSION OF COURSEWORK**

Please submit all course work in soft-copy format on Blackboard VLE via the appropriate module. Also please ensure that you have completed the assignment submission form when you submit your work. All written work should be word-processed (see guidelines below) and all supplementary materials for example, images on CD, DVD, etc. need to be clearly marked with your name and student number and submitted to the module co-ordinator.

#### **REQUESTS FOR EXTENSIONS ON ASSIGNMENT DEADLINES**

Students wishing to ask for an extension on assignments should in the first instance direct all enquires to the programme director via the D.Ed. office.

#### **PLAGIARISM**

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences. Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;



(c) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format;

(d) paraphrasing, without acknowledgement, the writings of other authors.

Examples (c) and (d) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive. Students should submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, work submitted which is the product of collusion with other students may be considered to be plagiarism.

It is clearly understood that all members of the academic community use and build on the work of others. It is commonly accepted also, however, that we build on the work of others in an open and explicit manner, and with due acknowledgement. Many cases of plagiarism that arise could be avoided by following some simple guidelines:

(i) Any material used in a piece of work, of any form, that is not the original thought of the author should be fully referenced in the work and attributed to its source. The material should either be quoted directly or paraphrased. Either way, an explicit citation of the work referred to should be provided, in the text, in a footnote, or both. Not to do so is to commit plagiarism.

(ii) When taking notes from any source it is very important to record the precise words or ideas that are being used and their precise sources.

(iii) While the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between one's own work and the work of others. Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All departments should include, in their handbooks or other literature given to students, advice on the appropriate methodology for the kind of work that students will be expected to undertake.

If plagiarism as referred to above is suspected, the Course Director will arrange an informal meeting with the student, the student's tutor (as an alternative, students may nominate a representative from the Graduate Students' Union to accompany them to the meeting), and the lecturer concerned, to put their suspicions to the student and give the student the opportunity to respond.

If the head of department forms the view that plagiarism has taken place, he/she must notify the Senior Lecturer in writing of the facts of the case and suggested remedies, who will then advise the Dean of Graduate Studies who will interview the student if the facts of the case are in dispute. Whether or not the facts of the case are in dispute, the Junior Dean may implement the procedures set out in college regulations which can be found in Part 3 of the Calendar.

**Please note all students should complete the 'Ready Steady Write' plagiarism tutorial, found there: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>**

## SECTION 5 THE CONFIRMATION PROCESS

In-line with practice for Ph.D. students in TCD, D.Ed. students are required to undertake a confirmation process. It is expected that students will 'sit' for the confirmation near or at the end of the Year Two during Semester Two or Trinity term. Only under exceptional circumstances will students be allowed to progress onto the confirmation before that time. Students who do not fulfil the requirements of the confirmation will not be permitted by the Director of Teaching and Learning (Postgraduate) to re-register as D.Ed. student and therefore ineligible to proceed onto Year Three. Please also refer to Annexe Four.

The function of the confirmation is to ensure that the student has progressed from their point of entry onto the programme to a sufficient level to enable them to begin to undertake the substantive research element. Although work on the thesis will have begun in Years One and Two (e.g. the literature review, the development and piloting of research tools, identification participants and so on), what constitutes 'substantive' is nonetheless contingent upon 1) what kind of study is being proposed (empirical or non-empirical) and 2) the knowledge domain and disciplinary frameworks. However, it is best thought of in the context of the D.Ed. as the 'active' dimension of the student's research design which necessitates data 'collection', analysis and production of the final written thesis for submission. Hence the proposal at this stage is intended to function as a research 'blueprint' from which the student can in Year Three undertake their thesis work which does not require extensive planning or developmental work as this ideally should have been carried out in Years One and Two.

The confirmation has two components: oral and written. The oral or 'confirmation session' will be structured as a form of oral examination with the student required to present to a 'reader' who is a members of the academic staff, their research so far. **The presentation which should last no longer than ten minutes will take place at the start of the interview.** For the written part of the upgrade, students will be required to submit to the panel at least two to three weeks before the 'confirmation session' an 'confirmation document' of not more than 10,000-12,000 words which will be expected to contain the following elements:

1. **Learning Statement** – a short reflective and evaluative narrative setting out what you have learnt so far on the programme, making reference to how the modules have or indeed haven't supported your thinking about the issues encountered, your own practice and development of your research (max 1000 words).
2. **Map of the thesis** – usually a set of indicative chapter headings and very short abstracts to accompany them. It'll provide the reader with some overall context for the study. This needs to include the research questions and rationale for the study more generally. (Max 1000 words)
3. **Literature review** – this does not have to be a complete chapter, but can take the form of an extended critical discussion of a key concept e.g. curriculum in higher education, student retention etc. (Max 5000 words).
4. **Research design** - a relatively detailed exposition of your planned research (max 5000 words).

It should be noted that the rationale for containing these first two elements, as opposed to just the proposal, is that it firstly allows the student and supervisors to critically reflect upon their development so far. If one of the purposes of the programme is to help nurture critically reflective and reflexive practitioners, then this document should reflect that goal. Secondly, it allows the upgrade panel to contextualise the proposal in relation to the above. This also needs to be referenced at this stage to two of the programme aims:

- 1) *'to enhance and deepen professional knowledge and understanding of domain specific educational issues'* and;
- 2) *'to develop expertise in and a critical understanding of, the nature, design and undertaking of empirical and non-empirical educational research'*.

Although the above are essentially end-points, they nonetheless can serve as markers or indicators as to how the student is progressing towards them. The construction of an appropriate and rigorous research proposal (i.e. design) is but one (albeit key) part of the process. In short technical competence and expertise (methodological and/or professional) has to fit within the context of professional understanding and relevance. Hence, one the main tasks of the panel is to assess the extent to which this has been attained at this stage in the student's development.

Assessment of both the written and oral presentations by the reader will be guided by three broad criteria:

- 1) does the research as presented demonstrate sufficient rigour e.g. are the research questions grounded in the literature, is the proposed methodology (including ethical considerations) appropriate for the kind of questions or issues posed by the student?
- 2) does the research as presented demonstrate the capacity to work at a doctoral level? Hence there will be a focus on evidence of criticality, ability of synthesis, sufficient depth, etc.
- 3) is the research as presented capable of being completed within the time frame of the programme? This is concerned with issues of scope and scale linked to the logistical and practical dimensions of the proposed study.

It should be noted that although students are expected to submit two of their assignments as part of the document, the contribution of these components to the proposal and subsequent oral presentation is implicit. The proposal is a reflection of the student's own knowledge domain and disciplinary location, whereas the core modules have a more generic approach to them. However, in terms of the student's critical engagement and understanding of the issues covered in the core modules should nonetheless be reflected in the 'background to the study' section and be evident in the quality of their thinking in the 'proposal' section. Obviously, this latter section will be indicative of the student's ability to engage with a range of cognate methodological issues and questions.

It is imperative that the confirmation session and confirmation document should be seen not be seen as a negative process which is couched in such arcane and militarist language such as 'defending one's research', but underpinned by the principles of peer collaboration which focuses on:

- 1) **summative evaluation** which allows the student and panel to gain an insight and understanding into where the student has reached in their development in reference to the programme aims and outcomes, and;
- 2) **formative evaluation** which allows the student and panel to negotiate and decide on what areas (if any) of the proposal presented requires further development.

Given this the outcome of confirmation can take one of the following forms:

- 1) The reader has adjudged the document and oral presentation to be of the standard whereby the student can proceed to register for Year Three without the need for any changes to be made to the work as presented and discussed;
- 2) Minor amendments are required but the student can proceed to Year Three without needing further comment from the panel;
- 3) More substantial amendments are required, and the revised documents will need to be seen by the panel before approval can be given. A second interview will be held to discuss the resubmitted work;
- 4) The proposal does not meet the required standard expected of the D.Ed. and other options should be discussed with the student.

Students will receive a written report from the panel, based on the interview and the material submitted for review. It should be noted that all of the above constitute recommendations which are subject to agreement by the D.Ed. Court of Examiners. Students may appeal the decision of the panel - see Part 3 Section 2 Paras 37-41. of the College Calendar for further details. Please note that a student will normally only be allowed to re-submit (i.e. undergo another interview) no more than once. Should the need arise, appeals regarding the confirmation can be made in the first instance to the School of Education's Director of Postgraduate Teaching and Learning.

## SECTION 6     WORKING WITH YOUR SUPERVISOR

As a general preface to the following it is important to note two things. Firstly, the regulations governing a postgraduate student's progress through College are detailed in the University Calendar - Part 3. Secondly, the Calendar Part 3 contains general statements about the different standards that Masters and Doctoral theses are expected to meet. TCD also produces a set of guidelines which can be found on the Graduate Studies Website<sup>4</sup>.

College regulations are not overly explicit as to how frequently student and supervisor should meet, as this will inevitably vary depending upon which discipline (e.g. physics, biology, history etc) they are located in. All that is required is that meetings are regular. However, in an attempt to quantify this in terms of the D.Ed. programme the following is suggested. At the first or second meeting with a supervisor (or supervisors if the student is to be supervised jointly), all parties should set out a timetable of meetings for the forthcoming academic year. As a suggestion this should be at least once a month. Given the part-time nature of the D.Ed. meetings do not necessarily always have to be face-to-face but can take some other format e.g. via ICT (email, web conferencing etc), telephone and so on. What is essential is that contact is maintained. Without this, your supervisor will not know what is happening with your work. As such the early stages of the programme are crucial in terms of 1) establishing a working relationship with your supervisor and 2) beginning the research process. It is at the beginning of a doctoral programme where students require considerable support and guidance to mould and shape the direction of the proposed area of study.

As the research progresses and the relationship between student and supervisor develops, there may well be less of a need for intense interaction between the two. However, this does not mean that the student should metaphorically and literally disappear from view. It is crucial that contact is maintained, but this needs to be regulated by the stage at which the student is at in terms of their research. It should also be noted that the onus is upon students to make contact with their supervisor. Supervisors, like their students, have other roles to undertake and therefore are not always able to initiate contact if there is a prolonged gap between meetings. By having an annual schedule of meetings planned this should alleviate this problem, but it is no guarantee as other 'life issues' may arise for the student which need addressing. If this is the case, then it is important to notify the supervisor of any impending changes to the schedule.

The relationship between the supervisor and the student is not one which can be easily codified as it will develop organically over the period of study. However, the following areas will help set the parameters of the relationship and should be taken into consideration at all times.

---

<sup>4</sup> <https://www.tcd.ie/graduatestudies/students/research/supervision/>

## **ROLE AND RESPONSIBILITY OF THE SUPERVISOR**

- guide their students in a choice of research topic and the development of their research questions and/or issues to be explored;
- be closely involved in drawing up the research plan and in following the progress of the research in general;
- give the students all possible assistance identifying the material, equipment and other resources essential to their research;
- give the students all possible assistance regarding access to the material, equipment and other resources essential to their research;
- guide the student, especially during the early stages of the research to appropriate literature and/or materials;
- establishing, monitoring and guiding the student's training needs that go beyond that which is already covered in the D.Ed. research methodology modules (e.g. the use of certain statistical procedures etc);
- the general monitoring of the student's academic progress on all facets of their research work;
- ensuring that the student is aware of the School's Ethical Guidelines and that their work is in compliance with such guidelines;
- communicating to the student at appropriate points in the lifetime of the supervisory relationship, that their written work has reached or is working towards the appropriate standard which is expected of doctoral level students;
- encourage the student to attend relevant seminars and/or conferences both internal and external to TCD as part of their academic development;
- encourage the student, when deemed ready, to submit and present their research work at seminars, conferences and any other appropriate scholarly forum both internal and external to TCD;
- prepare regular (i.e. annual) written reports on the student's progress;
- inform the Director of Teaching and Learning (Postgraduate) of any such issues or circumstances which may lead to extensions or the need to go 'off books'.
- the recommendation of internal and external examiners to the Director of Teaching and Learning (Postgraduate);
- ensure that there is an agreed agenda as to the content of supervisory meetings;
- ensuring there are written records of supervisory meetings;



- commenting on a reasonable given amount of time on student's written work and offering constructive and critical feedback on this material;
- offering appropriate guidance on preparation for the upgrade process;
- be alert to any non-academic areas of concern which may affect the student's progress in which the student may need to be guided to appropriate resources (e.g. Disability Services, Student Counselling);
- ensuring that the student is aware of examination procedures;
- reading and commenting on the whole of the draft thesis prior to submission provided that it is made available by the student in reasonable time;
- advising the student on the readiness of the thesis for submission if so requested by the student;
- ensuring that the student is aware of the regulations governing postgraduate students whilst they are registered with TCD and any changes that may from time to time arise.

#### **ROLE AND RESPONSIBILITY OF THE RESEARCH STUDENT**

- to prepare with guidance from the supervisor an appropriate schedule of work for each academic year;
- to prepare with guidance from the supervisor an appropriate (albeit it at times provisional) schedule of meetings for each academic year. This is particularly important for part-time students;
- to present and discuss regularly and in agreement with the supervisor(s) work relating to the research;
- to make contact with the supervisor;
- to provide and agreed agenda as to the content of supervisory meetings so they are as productive as possible;
- to abide by the Ethical Guidelines in the carrying out of all aspects of their research work;
- to bring to the attention of the supervisor as a matter of urgency any aspect of the research work that has or could potentially run counter to the aforementioned Ethical Guidelines (e.g. problematic relations with gatekeepers, or key informants etc);
- to contact the supervisor regarding issues that may affect the any aspects of the research work (e.g. illness, change of job etc.);
- to write a summary of the supervisory session which covers both the content of the session and plan of action stemming from this. A copy of which is to be sent to the supervisor and lastly;

- the student (and not the supervisor) is responsible for producing and writing the thesis.

It is intended that by having a framework in which the student-supervisor relationship can develop, the process of working together will be for the most part and engaging, enjoyable and enlightening. If for any reason the relationship becomes problematic, you should immediately make contact with and subsequently discuss this with the programme director. It is crucial for you and your supervisor that any difficulties that may emerge are dealt with sensitively and as quickly as possible.

### **Complaints concerning supervision**

According to Part Three Section 2 paras 25-26 of the Calendar complaints about the adequacy of supervision should normally be made first to the Director of Teaching and Learning (Postgraduate). If the Director of Teaching and Learning (Postgraduate) is unable to resolve the problem, or where the Director of Teaching and Learning (Postgraduate) is the Supervisor, the student should contact the Dean of Graduate Studies. Where the Dean of Graduate Studies is also the Supervisor, the student should consult the Dean of his/her Faculty. The Dean of Graduate Studies, or if appropriate the Faculty Dean, should first attempt to resolve the issue by consultation with the persons immediately involved. If this fails, the student may make a formal complaint in writing to the Dean of Graduate Studies. Complaints about the adequacy of supervision will not be entertained once a thesis has been presented for examination. In any case where a dispute between a student and his/her Supervisor and/or Director of Teaching and Learning (Postgraduate) has been brought to the notice of the Dean of Graduate Studies, the examiners of that student may both be selected from outside the School.

**It is very important to note that College regulations stipulate that at or near the end of each academic year in which the student is registered, supervisors and students must complete a Progress Review Form – a copy can be found in Annex 6 in this handbook.**

**Students must fill out and send a copy of this Progress Review Form to their supervisor, who will read it and discuss its contents with the student, before signing it. A copy is then lodged with the School Research Officer.**

## SECTION 7 THE D.ED. THESIS

The D.Ed. thesis is at the centre of the programme. The other components are vehicles to help you not only complete the thesis, but also navigate the process of constructing this piece of work. The D.Ed. thesis will typically be between 60,000-80,000 words long. This size of thesis was decided upon to ensure that it would be accorded parity with TCD Ph.D. thesis. From the College perspective there is no difference between the two postgraduate degrees in terms of status, what they represent are different routes to obtaining a Level 10 doctoral level qualification. For a comparison of the Level 10 NFQ descriptors between the D.Ed.(professional doctorate) and the Ph.D. (research doctorate) please see the College Calendar Part Three pp 16-17.

Work on the thesis component of the programme begins right from the outset. The initial proposal which was submitted as part of the application procedure represents the starting point of this process. As such it is highly unusual for postgraduate research students that this first proposal in the state it was submitted, will remain unaltered during the programme.

### THE THESIS EXAMINATION PROCESS

The following comments in regard to the thesis examination process are taken from Part 3 of the College Calendar and as such they merely represent an overview. For full details please refer to the Calendar.

It is important to be aware that the award of Doctor in Education is based on the written thesis only. As per the College regulations, the seminar components, whilst making a contribution to the production of the thesis, do not in any way form part of the final award. The grades which are given for each of the core and research methods modules do not contribute to the final award. The grades for these modules are used as assessment points only to allow student progression from one part of the programme to another. In many respects this is not dissimilar to the College regulations regarding the award of the PhD whereby students are subject to: 1) annual written reports and 2) supervisors and/or Heads of Departments may 'test students in whatever way is appropriate'.<sup>5</sup> As such these activities do not in themselves have a direct bearing on the award, but are none the less critical in a student's successful progression on the programme.

#### *Submission of the Thesis*

As per College regulations, it is up to the discretion of the student when to submit their thesis for examination. As such, College can only advise students to seek agreement from their supervisor, though they are not obliged to do so. However, from past experience we would very strongly recommend that students do discuss the submission process with their supervisor(s).

Prior to the submission of the thesis students are required to complete and send in the 'intention to submit' form which is available on the GSO webpages at least one month before handing in. For more details on this GSO have prepared a number of documents to guide students through

---

<https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III.pdf>

this process<sup>6</sup>. As the 'end stages' of the D.Ed. can be stressful and the submission process follows a specific pattern, it is important that students familiarise themselves with these procedures.

Examination for the D.Ed. is by 1) assessment of the written thesis and 2) *viva voce* and is conducted by two examiners: one internal (that is an academic staff member of TCD) and the one external (not an academic staff member of TCD). The examiners are nominated by the Director of Teaching and Learning (Postgraduate) in consultation with the student's supervisor. The *pro-forma* for such nominations can be obtained from the Graduate Studies Office. Please refer to Part Three Section 2.16 of the Calendar regarding the examination process; it is the same for the D.Ed. as the Ph.D.

The conduct of the examination (location, times etc.) is the responsibility of the examiners in consultation with the Director of Teaching and Learning (Postgraduate). If the *viva* for any reason cannot be undertaken as a live face-to-face encounter, an application must be made in advance of the proposed *viva* to the Dean of Graduate Studies who will consider such a request.

Any discussion concerning the proposed result of the thesis *prior* to the *viva voce* may only involve the internal and external examiners and the Chair of the viva who is responsible for overseeing the conduct of the viva.

There are no regulations concerning the nature and/or duration of the *viva voce* as a process. They are usually as long or as short as they need to be; though if it continues longer than 2.5 hours, a break in proceedings must be taken. The conduct of the viva is the responsibility of the examiners but done so in consultation with the Chair. Students are normally told of the outcome of the process (both the thesis and the *viva voce*) at the end of the *viva voce*.

Once the time and date of the *viva voce* is known, we would advise students to meet with their supervisor to discuss their preparation for this examination. This discussion can take different forms and can facilitate the student in articulating some of the main, and other, points of their thesis in a face-to-face setting. Although it is not possible to predict what issues examiners might explore in a viva, they may include:

- What are your research questions?
- What have you done?
- Why have you done it?
- How have you undertaken your research?
- What have you found?
- What are the implications of what you have found for professional practice?
- Where do you go next?

---

<sup>6</sup> <https://www.tcd.ie/graduatestudies/students/research/thesis-submission/>

More specifically, the D.Ed. thesis is assessed using the criteria developed for *Professional Doctorates (Level 10, National Framework of Qualifications)*. Those who hold this award have been able to demonstrate and mostly in the case of the D.Ed. via the thesis and associated *viva voce*, a systematic comprehension of a field of study and practice, and mastery of the skills and methods of research associated with that field:

- that they have the ability, either singly or as part of a team, to conceive, design, implement and adapt a process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools, materials, or practices;
- that they are capable of critical analysis, evaluation and synthesis of new and complex ideas and practices;
- that they have made some contribution through original research that extends the frontiers of knowledge or the parameters of professional practice by developing a body of work, some of which merits publication in national or international publications;
- that they can communicate with their peers, practitioners in their own professions, the larger scholarly community and with society in general about their areas of expertise in a sustained and exact manner;
- that they can be expected to be able to promote, with due regard to ethical considerations, within academic, professional and practice contexts, scientific, technological, social or cultural advancement;
- that they can be expected to receive professional accreditation and recognition, where this is available, within their appropriate areas of expertise.

### *Categories of Outcome*

In relation to the outcome of the examination process, the examiners may propose that:

- (i) the degree be awarded for the thesis as it stands;
- (ii) be awarded for the thesis subject to minor corrections, for which two months are allowed from the time of notification;
- (iii) the thesis be referred for major revision and subsequent re-examination, for which six months are normally allowed from the time of notification;
- (iv) a lower degree be awarded, if necessary following minor corrections to the thesis or;
- (v) be failed.

A thesis may only be referred for major revision once: in other words, option (iii) above is not available to examiners on re-submission. Where corrections are required, these must be carried out by the student before the results are submitted to Council. In such cases a letter must be written to the Council stating that the corrections have been carried out satisfactorily. In the case

of *minor corrections* a student may have up to two months to carry out the specified changes. In the case of a *revision* a second examination will be required, but not necessarily a second *viva*.

It is important to note that students must come back on books for option (iii) and there are usually fee implications.

Where there is a disagreement between whether the thesis should be awarded as it 'stands' or be subject to 'minor' corrections, the Dean of Graduate Studies adjudicates. Where there is a disagreement over whether the thesis be referred for major revisions, the Dean of Graduate Studies and the Director of Teaching and Learning (Postgraduate) will attempt to negotiate an agreement between the examiners. If no agreement can be reached, then the Dean of Graduate Studies will appoint two new examiners.

The reports written by the examiners, which must be submitted independently at the end of the examination period, are available initially only to the Dean of Graduate Studies and the Director of Teaching and Learning (Postgraduate). The student may see them on written request to the Dean of Graduate Studies.

### *Appeals*

As stated in Part Three of the Calendar, students who have gone through the process of a *viva voce* and the outcome has referred the thesis back for extensive revision, or the award of a lower degree, or outright failure is recommended, the Dean of Graduate Studies shall inform the candidate of the verdict prior to the submission of the examiners' reports to the Council. Appeals will be entertained only in cases amounting to a reasonable claim that the examination was unfair. If the candidate wishes to appeal, s/he must make application to the Dean of Graduate Studies. Appeals should be sought in writing in the first instance by the student's supervisor (or if they are unwilling), the student themselves.

## **SECTION 8: ETHICAL GUIDELINES AROUND CONDUCTING EDUCATIONAL RESEARCH**

**IT IS ESSENTIAL TO OBTAIN TCD SCHOOL OF EDUCATION ETHICS APPROVAL AND (WHERE APPROPRIATE) GARDA VETTING BEFORE YOU CARRY OUT ANY D.Ed. RESEARCH**

Please refer to the School of Education Ethics web page for details about the research ethics application procedure and cognate forms.<sup>7</sup>

All ethics applications are made via the College's centralised Research Ethics Application Management System (REAMS) though decisions regarding the application are made at the School level. See footnote below for link to the REAMS website.<sup>8</sup>

**Please note that for D.Ed. students workshop session will be offered at the start of Year Two to discuss and provide guidance on the use of REAMS and the ethics process more generally.**

Good research is not just about the quality or even the quantity of data that you gather, but also the way in which you undertake your work. As such these guidelines are intended to support you through this aspect of the research process and draw your attention to how you as a researcher, should interact with those who are participating in your study. The main point to note is that they are not meant to be *prescriptive*, as it is not possible to specify in detail what you should do in any given circumstance. In this sense, these guidelines should be used as a set of reference points to consider in discussion with your supervisor, during both the design and implementation stages of your study. Where appropriate, you should also be fully conversant with any ethical guidelines which are specific to your own discipline e.g. psychology, sociology, and so on.

In order to keep these guidelines as simple and clear as possible they are divided into two main sections. The first section '*responsibilities and relationships with your participants*' provides guidance on how you should conduct your interactions with those who are participating in your study. The second section '*ensuring anonymity and confidentiality*', is concerned with guidance on the kind of assurances you offer your participants with regards to the information they impart to you, and the uses to which it may be put.

### **RESPONSIBILITIES AND RELATIONSHIPS WITH YOUR PARTICIPANTS**

It is important to be aware that as a researcher you are engaging in a social relationship with your participants whether they be individuals (such as teachers, lecturers parents, children, young adults, school or college governors, ancillary and support staff), social groups or entities (such as

---

<sup>7</sup> <https://www.tcd.ie/education/research/research-ethics/>

<sup>8</sup> <https://www.tcd.ie/research/support/ethics-approval.php>

schools, colleges, social service departments). As such these guidelines are intended to help you navigate this part of the research process.

- Research should be based on informed consent. That is, the information given by your participants should be done so freely on the basis that they know and understand 1) the purpose of your research, 2) who is undertaking it, 3) why it is being undertaken and 4) who is sponsoring it - if at all.
- Your participants should be given anonymity. This requires you to ensure that any disclosure of your data or subsequent analysis does not refer directly to the participants in your study.
- You should inform your participants that they are able to reject the use of data-gathering devices e.g. audio and/or audio-visual recording equipment.
- If you are conducting field work, do not assume that once you have negotiated access and consent to work in a particular setting(s), that this will automatically granted each time you enter the setting(s). Treat this part of your work as on-going and be prepared to re-negotiate access at various junctures. This line of reasoning should be followed whether you are conducting research in your own work-place or a setting where you are already perceived as a member, and sites that are new to you.
- All research is a mode of intervention into the lives of those who are being studied. Some participants may welcome such interest and others may not. It is important that you respect the wishes of those who do not want to participate in your study, as not everyone will see such a process as a positive experience. Also, it is important not to give the impression to your participants, that your research may provide immediate answers or solutions to problems that you are investigating.
- If you plan to or anticipate that your research will be placed in the public domain e.g. publications, conferences, seminars etc., you should inform your participants of this is, along with the guarantees of anonymity.
- Considerable care should be exercised when working with those participants who may be seen to be vulnerable due to such factors as their age, status within and institution or organisation, and powerlessness. In addition, researchers must avoid exploiting disadvantaged individuals or groups for their own academic/professional advantage. Where possible and/or appropriate, it is desirable that research in whatever context (home/international/development) should be collaborative, involving local participants.
- You must be careful not to intrude on the personal space of your participants or their relationships with others who may or may not be directly involved in your study.
- As with access, informed consent should not be taken for granted, but subject to re-negotiation as various junctures during your study. This is especially important when seeking to obtain sensitive information. Do not assume that once a participant has agreed to be part of your study i.e. given their consent, that this means that they will be willing to divulge any information that you ask for. This should equally hold when working within



institutions. If access has been gained via a gatekeeper, then do not presume that all people within the organisation are willing participants by proxy. Each time you approach someone new for information in any form (interview, observations, documents etc), you must obtain their consent.

- In the case of any transcripts that you make, you should always seriously consider showing and/or sharing this information with your participants as a way of ensuring accuracy.
- It is essential that you do not engage in any activities or act in anyway which may have negative consequences for you participants or their relationship with others who may not be directly involved in your study.
- It is important for the researcher to be sensitive to and to respect conventions/ cultural constraints when carrying out research in a cultural context with which he/she is not familiar or of which he/she is not a member. Consultation with a member or members of the cultural community regarding instruments and procedures is highly desirable before research commences, so that offence can be avoided.
- The presentation of research findings should respect the sensitivities of the community in the context in which the research has been undertaken. Care must be taken not to humiliate or embarrass members of the community where research has been undertaken.

#### **ENSURING ANONYMITY AND CONFIDENTIALITY**

- At the outset of your research you should offer where appropriate, guarantees of confidentiality (i.e. non-disclosure of proffered information to others) and anonymity (i.e. information cannot be traced back to individuals or specific organisations). If you are conducting 'one-off' interviews or observations, this must be made clear at the beginning of each encounter or session. This guarantee should also be given when asking for forms of documentation that are not already available within the public domain e.g. pupil records. In situations where you may intend to use part of even whole of your data set (for example direct quotations, images etc.) it is vital that you communicate this to your participants.
- As a researcher you should respect the privacy and anonymity of your participants. What this means is that personal information and disclosures should be kept confidential. If need be, you may, depending on the situation choose not to record such information.
- The identities and any related research records (e.g. interview transcripts, interviews tapes, video tapes, observation notes etc.) should be kept confidential.
- You should always store your data in a secure manner. If practicable always try and break the link between the data and identifiable individuals. For example, use codes, pseudonyms and other forms of identifiers instead of your participants names, places of work and so on. Where you are using a mixture of information which is in the public domain and that which has been obtained by informed consent which concerns the same organisation, you must also ensure that there is no traceable link. In this situation it is best

to remove from the public documents any identifiers which could be associated or linked to your participants.

- Try and honour your guarantees of confidentiality and anonymity. If you need to or have to share data with others (e.g. your supervisor) it is important that you inform such people of the guarantees you have given and that they too, should abide by them.
- As a researcher, you should avoid any actions or modes of behaviour which may produce consequences which make it difficult for other researchers who may follow you.
- When placing your data, or the findings derived from your research into the public domain you must remove any identifier which could be traced back to the participants in your study e.g. names, specific locations etc.
- You should be familiar with the requirements of the 2018 Data Protection Act and the Freedom of Information Act 2014.

#### **ACADEMIC INTEGRITY**

Linked to the need for good ethical practice as research students, TCD also requires them to be fully conversant with the policy (as well as practice) on Academic Integrity. Details of how to find College's academic integrity policy can be found The Library has put together a useful guide for students.<sup>9</sup> However an outline of the College's position can be found in Annexe 7.

---

<sup>9</sup> <https://libguides.tcd.ie/academicintegrity>

## **SECTION 9     PROGRAMME EVALUATION AND DEVELOPMENT**

One of the cornerstones of any academic programme is the need for on-going evaluation and review. Student comments, opinions and reflections are highly valued as they can be a rich source of information concerning the future of the programme. The programme has undergone three major reviews since its inception in 2005.

As with the School's other postgraduate programme, it is exceedingly helpful if the students choose a class representative to act as their delegate. This role does not in any way preclude individual students discussing any matters arising regarding the programme with the Director, but it does help to present a single voice if there is a majority or consensus of opinion concerning any aspect of the programme. The programme comes under the auspice of the Doctoral programme board (chaired by the DPTL) which usually meets once a term to discuss the progress of the D.Ed. and issues that are brought up by students collectively via the class representative and individual students.

### **THE EXTERNAL EXAMINERS**

There are two types of external examiner for the programme. The first is concerned with the first two years of the programme (i.e. the modules) and the second, are those involved in examining individual theses. Both act as points of exogenous 'quality control' of the programme. Their role would not deviate from that which is expected on for example the M.Ed., except that they would assess the programme at a doctoral level. It is also part of College process that the external examiner is encouraged to comment on or make recommendations about any aspect of the programme. More detail on the role of external examiner can be found on the GSO website.

## SECTION 10 THE LIBRARY<sup>10</sup>

The library will be an important factor in students' success and enjoyment at Trinity and we hope that this introduction will help new students to get the most from its resources and also to encourage returning students to extend their knowledge of what is available, on the shelves and through our web pages. We aim to provide high quality facilities and continuing support to students and postgraduates, and this range of services is based on close liaison with students' representatives and academic staff. It should be noted that the School of Education has a dedicated librarian, Ms Geraldine Fitzgerald, whose is extremely helpful and supportive and can be contacted at: [fitzgey@tcd.ie](mailto:fitzgey@tcd.ie) and 01 896 3322 (a.m.)

One of the things which we would strongly encourage you to become familiar with, is the very extensive array of materials (journals, database, web portals etc) which are held electronically by the library (<http://www.tcd.ie/Library/>). There are a very large number of journals which you can directly download the articles in text or pdf formats. For those of us who are either impatient or do not have regular access to the library can make life much less complicated. It should be noted that whilst the library has a very large stock of journals, not all of them are on the shelves and have to be ordered from the 'stacks' which can take about a day to be delivered. For most of you the 'virtual' library this will probably your first 'port of call' for accessing or finding the location of materials and one which should become second nature to you!

As one of the great university libraries of the world, the College Library is a large organisation and can be complex to get to grips with early on, so it will help if you take advantage of the Library tours and the Information Skills Training programme which runs during the first (Michaelmas) term. These are designed to provide basic induction to the library and to focus on the information needs of different groups of students.

### THE BUILDINGS

You should soon become familiar with the physical layout of the Library's buildings, on and off-campus. The Hamilton Library serves students in Science and Engineering studies. The Lecky/Ussher complex provides access to collections and services to Arts (Humanities), Arts (Letters) and BESS materials. It also houses the Map Library, facilities for students with disabilities, multi-media, photocopying and printing facilities. The 24-hour access computer room in the Ussher Library, with access off the podium, provides study accommodation and internet access to students working around the clock. The Old Library building has the departments of Early Printed Books and Manuscripts, together with the Library Shop, Book of Kells exhibition and Long Room. Members of College may visit these public areas with their guests. The 1937 Postgraduate Reading Room provides designated study accommodation for postgraduates. Off-campus, the Stearne Medical Library on the St James's Hospital Teaching Centre delivers services to health science students on clinical attachment and students working at Tallaght Hospital may use the AMINCH Hospital Library.

---

<sup>10</sup> This section has been prepared by TCD library.

Your use of the Library will be enhanced if you can enjoy a calm and focused study environment and we ask for your co-operation in following regulations by refraining from drinking, eating and using mobile phones in the Library.

### **THE COLLECTIONS**

Our status as a Legal Deposit Library means that we acquire well over 100,000 print items each year. Approximately 25% of our collections are available in open collections in the reading rooms; the rest are available promptly through the Bookstacks service. Increasingly, UK legal deposit publications are being received in soft copy. For example, e-books in this category must be consulted in the Library. A message will appear in the catalogue if this is the case. Staff are happy to assist. The Library's resources range from over 30,000 electronic periodicals and databases to textbooks, literary papers, manuscripts, maps and microfilm. We have a stock of over 4.5m items. Your first point of access to many of these resources is the Library's web page at <http://www.tcd.ie/Library/>.

### **DO ASK FOR HELP!**

The Library's staff members are keen to help in advising on use of the services so please ask if you are having difficulty in navigating around the system. The Library has a strong commitment to supporting students with disabilities. It is also very helpful for the Library to discuss relevant issues with the Students Union and we have regular meetings with Students Union Officers on developments and areas of concern. You can raise issues with your Library Class Representative who will forward them for discussion with the Library.

### **ADMISSION**

Members of College must show their current Trinity College ID card on entering the Library. A swipe card system is in operation at the Berkeley Library entrance. Lost cards should be reported immediately to Student Records who will issue replacements. You can use your Trinity App. to gain access to the Library but not to borrow material.

If you want to visit **other Irish Libraries** when you cannot find required material in our Library, use the ALCID card. Contact the Admissions desk to apply for a card at 01-8961657.

## OPENING HOURS

Additional opening times and alterations are given on the Library's web site and on reading room notices.

Library	Subjects	TERM TIME	TERM TIME
		Monday to Friday	Saturday
Lecky/Ussher	Arts, Humanities, Social Science	09.00 – 22.00	09.30 -16.00
Hamilton Library	Science, Engineering & Computer Science	09.00 – 22.00	09.30 - 16.00
Early Printed Books	Early Printed Books	10.00 – 22.00	09.30 – 16.00
John Stearne Medical	Medicine & Occupational Therapy	09.30 – 21.45 09.30 – 20.30 Fri	09.30 – 13.00
Manuscripts	Manuscripts	10.00 – 17.00	10.00 – 13.00
		Summer Vacation	Summer Vacation
Boland/Lecky/Ussher	Arts, Humanities, Social Science	09.30 – 17.00**	09.30 – 13.00
Hamilton Library	Science, Engineering & Computer Science	09.30 – 17.00	09.30 – 13.00
Early Printed Books		10.00 – 17.00	09.30 – 13.00
John Stearne Medical	Medicine & Occupational Therapy	09.30 – 17.00	Closed
Manuscripts	Manuscripts	10.00 – 17.00	10.00 – 13.00

\*\* Ussher Libraries open until 21.00 Thursdays (Summer Vacation)

## CATALOGUES

The Library's catalogues record what we have and where items are located. The different catalogues cover different periods of the Library's past. The catalogue record will give you the shelf-mark of material which acts like the item's address within the Library.

*STELLA search Online catalogue (In all reading rooms and on web)*

This is the main Library discovery tool which allows journal article searching and online Stacks requesting.

### *Classic Catalogue*

This is a more structured interface which does not facilitate stack requesting online.

### *Accessions catalogue (Ground Floor, Berkeley Library)*

Lists all items received 1873 to the 1960s –some overlap with the online catalogue - by author.

### *Printed Catalogue (Ground Floor – Berkeley Library and Early Printed Books)*

Lists all items acquired up to 1872 - by author.

## **LOCATION OF COLLECTIONS**

Open access = on the shelf in a reading room.

Closed access = held in storage.

The open access collection is generally purchased and recommended course-relevant material. It is classified by subject matter according to the Dewey Classification scheme in which each major division of knowledge is given a number between 100 and 999. Education is located in the Lecky library at 370-379.

You can send for material on closed access (aka stacks/storage) online and on call slips (print journal issues and rare items). Items from Bookstacks take about one hour to arrive and deliveries from Santry arrive the following working day – at about 1.30 p.m. External storage items take slightly longer. Staff can advise.

## **BORROWING**

A *current* Trinity College ID card is essential to borrow books. Research and Higher Degree Postgraduates may borrow up to 10 books for one month from the open shelves and closed access areas. This can include up to 4 books from the one-week undergraduate lending collection if no other copies are available. Diploma and Higher Diploma Postgraduates may borrow up to four books at any one time from the open access undergraduate lending collections.

## **RESERVE COLLECTION**

The Reserve collection is material that is in heavy demand and can only be read for a limited period (5 hours) in the particular reading room concerned. In addition to books, Academic staff often request that course material (lecture notes, journal articles etc.) be placed "In Reserve". The Reserve collection is generally kept behind or near the counter and can also be known as the Behind Counter or Counter Reserve collection.

## **INTER LIBRARY LOANS**

Forms for obtaining items not available in the Library are located in all reading rooms.

## RENEWALS

Renewals and reservations are possible through the online catalogue. You will need your *College ID* that is issued on registration. Renewals are possible provided a reservation has not been placed on the book by another reader. You may renew a weekly loan book up to eight times. Monthly loans may be renewed once. When renewal limit has been reached books must be returned to the Library.

## CONSULTING YOUR OWN RECORD

You can consult your own record in the Online Catalogue by choosing *My Library Account* on the Library homepage or Login on subsequent pages. You will be prompted for your College ID (username and password) which was issued to you at registration. Once in your record, you can see the items you have borrowed and under Holds, you can see the items which you have requested from stacks or open shelf books which you have reserved. As a student you can renew items provided that you have no Blocks e.g. outstanding fines or an overdue book. One-week loans may be renewed up to eight times for one week each, and monthly loans may be renewed for one further period of a month. After these periods, the books must be brought to the Library for return or further renewals. When books are required by other students it will not be possible to renew them. Staff loans may not be renewed online. Renewals / Reservations are not permitted if you have overdue books or fines outstanding.

## CARRELS

Study carrels for Masters and Doctorate students are available in the Boland, Lecky, Ussher and Hamilton reading rooms. Priority is given to first-time applicants and to those students completing higher degrees by research alone. Applications for carrels can be made at the Admissions Counter in the Boland/Lecky/Ussher Library or at the Hamilton Library counter.

## PHOTOCOPYING / PRINTING

The printing, scanning and photocopying service in the College Computer Rooms and Library is managed by IS Services and the Library and provided by Datapac.

Before being able to use the service you must first credit your print/scan/copy account. You can top up online at <http://www.tcdprint.ie> or at any of the Datapac Kiosks located around College. You'll need to touch your student ID card, or enter the first 8 digits of your College ID number, and then enter your Datapac PIN. This PIN is sent to your College e-mail address after you complete online registration.

A 'follow-me' system means you can release your print job, using your ID card, at any Datapac printer, whether on or off campus. This means that during busy periods, or if a printer is offline, you can physically print from any available printer in the computer rooms or Library.

To check your account balance and printing history login at <http://www.tcdprint.ie>. Black & white printing/copying costs 5c per A4 page for single-side or 8c for duplex. Colour is 15c per A4 page, single-side or 28c for duplex.

You can also [print from your own computer](#) if you are connected to the TCD connect service.



Please note you are required to comply with the Copyright Act 2000 when making photocopies from material which enjoys copyright protection. Details about copyright and handling of material are placed next to the photocopiers

#### **READERS WITH DISABILITIES**

All services for students with disabilities, registered with the Disability Service, College has a number of modern AT resource rooms called "Assistive Technology Information Centres", or ATIC for short. These rooms include computers with assistive software and other assistive technologies. Assistive Technology (AT) is any use of technology which helps a user perform a task more easily. ATIC areas are currently located in three libraries<sup>11</sup>:

- Ussher Library
- Hamilton Library (Lower Level)
- John Stearne Medical Library

The Disability Service and ATIC can be contacted at 896 3111 or by email [askds@tcd.ie](mailto:askds@tcd.ie)

---

<sup>11</sup> See also for more details <https://www.tcd.ie/disability/services/assistive-tech/where-is-the-at-area-in-tcd/>

The Library provides Resource Rooms in several locations:

### **ATIC equipment**

Location	PCs	Scanners	Printers	TV/ Video	VCR
<i>Boland/Lecky/Ussher</i> (Multimedia area)					
Room 1	5	4	1	0	0
Room 2	0	0	0	1	1
Room 3	2	1	Braille	0	0
<i>Hamilton</i>	2	1	0	0	0
<i>John Stearne</i>	1	1	1	0	0

The rooms are all wheelchair accessible and equipped with the latest assistive technology hardware and software. Refer to <http://www.tcd.ie/disability/atic/> for further details.

### **BORROWING PRIVILEGES FOR STUDENTS WITH DISABILITIES**

All students who have made their disabilities known to College and for whom it is appropriate, have the name line in their records within the Library amended with an SBP suffix, for example:

*Breen, J. J. \*\*SBP\*\**. This flag denotes a category of Special Borrowing Privileges.

SPB students may borrow up to *5 items for 28 days*. (Arts, non-Len and closed access material may be borrowed if undergraduate loan copies are in heavy demand or not available.) Normal sanctions such as fines will apply to all late returns. The system is set to allow you to further borrow 3 more items from Reserve Collections for use within the Library. Note that Reserve items are for standard loan periods.

Further information may be obtained from <http://www.tcd.ie/disability/servlibrary.htm>.

### **ELECTRONIC RESOURCES**

The library subscribes to a wide range of databases and e-journals covering all subjects. These are available from our web page (<http://www.tcd.ie/Library/>) and the online catalogue. See the customised Subject Librarian page for Education for key education resources <https://libguides.tcd.ie/education/guide>. Access is also possible from College PAC rooms and home computers. Please note: Internet access on Library workstations is strictly for research purposes – no email please.

## **INFORMATION SKILLS TRAINING**

The Library staff run a programme of training sessions at lunch times during the first (Michaelmas) term on how to get the best from the Library and its resources. Look out for details on notice boards and on the web. Previous presentations and tutorials are available under Support and Training on the Library website.

## **CONTACTS AND FURTHER INFORMATION**

Please ask any member of Library staff for assistance or directions in the reading rooms. Information on all services and announcements on changes and developments are available from the Library's web site at: <http://www.tcd.ie/Library/>.

## **SOME RULES AND REGULATIONS**

- Mobile phones must be switched off before you enter the Library.
- No eating, drinking, talking loudly or personal stereos permitted.
- Internet use within the Library is strictly for research. No e-mail or word processing is allowed.
- Do not re-shelve books. Please leave them on the trolleys provided.
- If you leave your seat for more than 15 minutes, it may be taken by another reader.

The library regulations are for the benefit of all library users and future users.

## **NEED HELP?**

The Library's staff members are keen to help in advising on use of the services so please ask if you are having and difficulty in using the Library. Your Subject Librarian can help with subject-related queries ([geraldine.fitzgerald@tcd.ie](mailto:geraldine.fitzgerald@tcd.ie)) Office hours a.m.

You can also email general queries to the enquiry service at [library@tcd.ie](mailto:library@tcd.ie). Turnaround time is within one day. Telephone 01-8961127.

## SECTION 11 OTHER SUPPORT SERVICES

As with all large universities, TCD offers and provides a range of other services, which are to support you as a student. As ever, the best place to explore them in more detail is via the TCD website<sup>12</sup> as it is difficult at this stage to anticipate what your needs might be. Some of the services relate to only undergraduates and/or postgraduates, but there are those which are relevant to both groups such as the 'Disability Service' or the 'Junior Dean'.

There is also Trinity College Dublin Students Union (TCDSU) (<http://www.tcdsu.org/>) which as of September 2022 assumed responsibility for representing postgraduate students. As a registered student, you automatically become a member of TCDSU. One particular facility that you might find useful is the '**1937 Postgraduate Reading Room**' - located in Front Square beside the Exam hall – and is open from 8am to 12 am year-round. And as described by the GSU it is a 'quiet place to study and postgraduate students can avail of computer and web access, photocopying and low-cost printing'.

As ICT becomes more central to being a postgraduate students, it is essential that you familiarise yourself with TCD's Information Systems Services<sup>13</sup> This is a large multifaceted department with covers most, if not all ICT needs from purchasing software and hardware to the provision of short courses. For those students who have a suitable laptop, one thing you may find useful is the ISS wireless network service. Again, how to connect to this can be found on their website, but on the days you are in College, it can provide you with a relatively 'hassle free' alternative to finding a computer workstation in one of the computer rooms spread around the campus.

### POSTGRADUATE ADVISORY SERVICE

TCD has a postgraduate advisory service which is available free of charge to all registered postgraduate students at Trinity College Dublin. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing the learning experience for each student. The Postgraduate Student Support Officer is Martin McAndrew and he provides support for all postgraduate students at Trinity College Dublin. He will act as a first point of contact and a source of support and guidance to postgraduate students both upon their arrival in College and at any time during their stay.

Postgraduate Student Support Officer,  
Senior Tutor's Office,  
House 27,  
Tel: +353-1-896 1417  
E-mail: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)  
Web: <https://www.tcd.ie/seniortutor/students/postgraduate/>

---

<sup>12</sup> <http://www.tcd.ie/info/students/>

<sup>13</sup> <http://www.tcd.ie/itservices/general/contact.php>

The postgraduate student support office is located on the second floor of House 27.

The office is open from 9.00am – 4.30pm, Monday to Friday.

#### **STUDENT COUNSELLING**

Website: [http://www.tcd.ie/Student\\_Counselling/](http://www.tcd.ie/Student_Counselling/)

The [Student Counselling Service](#) is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the university and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group 'Student 2 Student' which is a group of students trained in listening and helping other students.

#### **STUDENT LEARNING DEVELOPMENT SERVICES**

Website: <https://www.tcd.ie/sld/>

Student Learning Development is part of the Counselling Service in Trinity College Dublin. Their role is to help students to improve their learning and study skills via one to one appointments and workshops. They can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking and thesis writing. For further information see their website or contact them by email on [lsdev@tcd.ie](mailto:lsdev@tcd.ie) or telephone on (01) 896 1407

#### **DISABILITY SERVICE**

Website: <http://www.tcd.ie/disability/>

The [Disability Service](#) is the support service for students with disability or special learning difficulties. Students requiring support from Trinity College due to the impact of their disability or specific learning difficulty are advised to contact the Service as early as possible to explore what supports can be provided.

Please note the School of Education's Disability Liaison Officer (DLO) is Dr Donatella Camedda [cameddad@tcd.ie](mailto:cameddad@tcd.ie)

#### **CAREERS ADVISORY SERVICE**

Website: <http://www.tcd.ie/Careers/>

The [Careers Advisory Service](#) is located on the second floor of 7-9 South Leinster Street. This service helps students at all stages to plan their career. Their information centre can advise on vacation work, career options, job vacancies, job application, interview techniques, and much more.

#### **COLLEGE HEALTH SERVICE**

Website: [http://www.tcd.ie/College\\_Health/](http://www.tcd.ie/College_Health/)

The [College Health Service](#) in the Printing House is open every weekday and provides relatively inexpensive primary health and psychiatric care, by appointment: 01 896 1591 or 1556 . It is open Monday to Friday from 9.30 am to 4.40 pm. .

#### **COLLEGE CHAPLAINCY**

Website: <http://www.tcd.ie/Chaplaincy/>

Trinity College Dublin is non-denominational and as part of its commitment to enhancing the quality of student life, supports a chaplaincy service run by the four principal Christian traditions in Ireland. Chaplains offer pastoral and spiritual guidance through a programme of faith development, conversation and prayer groups and students are welcome to attend any of the seminars, days of reflection and weekends away. Tea and coffee are available all day in the chaplaincy in House 27 on weekdays during term time and a free lunch of soup and sandwiches is available each Tuesday in term time between 12.30 and 1.30. All students are welcome.

The College also maintains prayer rooms for Muslim students. Further details of these, other religious communities in the Dublin area and the times of services in the College chapel are available on the Chaplaincy website.

## ANNEX 1     REFERENCING

### INTRODUCTION

In light of the increase in use of citation and referencing software such as EndNote or RefWorks, the School of Education has amended its citation and referencing conventions to accommodate the use of such software. The conventions adopted are those of the American Psychological Association (APA 7) and when using EndNote or other citation software, you should format all entries as APA 7. The following indicates how cited work should be included in both the text of your thesis and the list of references at the end whether using software or not. In the writing of your assignments and thesis work please follow these conventions. The full APA 7<sup>th</sup> Edition guide can be found through the Trinity Library<sup>14</sup> If using citation software, you should format all entries as APA (7<sup>th</sup> Edition). It is the responsibility of the student to ensure that in-text and reference list citations are formatted according to the APA 7<sup>th</sup> Edition conventions, whether using citation software or not.

There are two primary components of a citation, **IN-TEXT** citations, and **REFERENCE LIST** citations. The following indicates how cited work should be included both in the text of your written coursework and in the list of references at the end of the assignment.

### IN-TEXT CITATIONS

When you reference another source, use an **IN-TEXT** citation in the main body of your submission. The APA citation style uses two types of in-text citations, **parenthetical**, and **narrative**.

**Parenthetical:** includes the author(s) and the date of publication within parentheses.

**Narrative:** links the author as part of the sentence with the date of publication (in parentheses).

Type of Author	Parenthetical	Narrative
<i>1 Author</i>	(Bruen, 2013)	According to Bruen (2013) ...
<i>2 Authors</i>	(Braun & Clarke, 2006)	Braun and Clarke (2013) argue that...
<i>3-20 Authors</i>	(Devine et al., 2008)	Research by Devine et al. (2008) suggests that...
<i>21+ Authors</i>	(Vos et al., 2019)	Vos et al.'s (2019) research indicates that...

---

<sup>14</sup> [APA 7th Edition Guide](#)

<i>Group/Corporate Author</i>	<p>First time with an abbreviation: (Organisation for Economic Co-operation and Development [OECD], 2019)</p> <p>Then all subsequent citations: (OECD, 2019)</p>	According to the Organisation for Economic Cooperation and Development (OECD, 2019)...
<i>Unknown Author</i>	Cite the source by its title. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks:	In the book, <i>How to Reference Correctly</i> (2003) it is highlighted that...

## DIRECT QUOTATIONS

Paraphrasing or summarizing the key findings from a research article is the preferred method of citing sources in APA style, however if you are directly quoting or borrowing from another work, you should include the page number at the end of the citation. Short quotations of 40 words or less are quoted in the text, however long quotations over 40 words (block quotes) are laid out in a separate, indented paragraph of text without quotation marks.

### 1. Direct Short Quotation with Narrative Reference:

According to the Irish National Teachers' Organisation (INTO, 2022): "Access to home language instruction (including teaching materials), encouragement to speak existing languages on a day-to-day basis and the creation of a welcoming environment for children that values their languages, culture and home backgrounds is crucial" (p. 4).

### 2. Direct Short Quotation with Parenthetical Reference:

Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).

**NOTE:** For quotes spanning multiple pages, use the abbreviation "pp." and separate the page range with an *en dash* (e.g., pp. 47–48).

### 3. Quoting References that Cite Other Works:

It is preferable to cite primary sources. However, when using secondary sources, cite the original author in parentheses followed by the author of the secondary source. Include page numbers if possible.



### **In text Citation:**

Include the author and year of both the original and secondary sources. Add "as cited in" between the sources in the in-text citation.

In Winne and Butler's (1994) study (as cited in Hattie & Timperley, 2007), it is argued that the benefits of feedback are heavily dependent...

...on which the benefits of feedback are heavily dependent (Winne & Butler, 1994, as cited in Hattie & Timperley, 2007).

### **Reference List:**

provide the details of the work in which you found the quotation or idea (i.e. the secondary source).

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

### **REFERENCE LIST CITATIONS**

Complete citations for all the sources you have used in your assignment should be presented in a **REFERENCE LIST** at the end of your submission. References are organized by the author's last name in alphabetical (A-Z) order.

### **BASIC FORMAT**

Author, A. A., & Author, B. B. (Date). Title of the work. Source where you can retrieve the work. URL or DOI if available.

### **REFERENCE LIST GENERAL RULES**

1. Begin your list of references on a new page, headed with the word "References" in bold at the top and centred;
2. References are to be in a hanging indent format, meaning that the first line of each reference is set flush to the left-hand margin, with subsequent lines indented 0.5 in.;
3. Order the list of references alphabetically by author's last name. Authors' first and middle names should be written as initials;
4. Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors;
5. If there is no author given, start with the first significant word in the title;
6. For several works by the same author, or authors listed in the same order, list the works in chronological order (earliest to most recent);

7. For titles of works, capitalise only the first word of the title and subtitle, and proper names;
8. Periodical titles should be written in full with both capital and lower case letters, and in italics;
9. Double space the entire list.

## WHAT IS A DOI / URL?

The DOI (Digital Object Identifier) or URL (Uniform Resource Locator) is the last entry in a reference. A DOI is a unique identifier that provides a link to the original location of the source on the internet. The URL is a similar method of specifying the digital location of information on the internet. The URL is what is found in the address bar of your internet browser. According to APA 7<sup>th</sup> edition, DOI's should be included for all sources that have them. Failing the presence of a DOI, a URL should be used when referencing websites. The DOI or URL should be presented as hyperlinks (usually blue font, underlined), as follows:

<https://doi.org/xxxxx>.....

### Example

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51.  
<https://doi.org/10.1037/rev0000126>

### Single Vs Multiple Authors

The following rules for sources by a single/multiple authors apply to **ALL** references in your reference list, regardless of the type of work (book, article, electronic resource, etc.).

Type of Author:	Guidance:	Reference:
1 Author	Last name first, followed by author initials.	Bruen, J. (2013). Towards a national policy for languages in education: The case of Ireland. <i>European Journal of Language Policy</i> , 5(1), 99–114. <a href="https://doi.org/10.3828/ejlp.2013.5">https://doi.org/10.3828/ejlp.2013.5</a>
2 Authors	List by their last names and initials. Separate author names with a comma. Use the ampersand instead of "and."	Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i> , 3(2), 77–101. <a href="https://doi.org/10.1191/1478088706qp063oa">https://doi.org/10.1191/1478088706qp063oa</a>
3-20 Authors	List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.	Devine, D., Kenny, M., & Macneela, E. (2008). Naming the 'other': Children's construction and experience of racism in Irish primary schools. <i>Race, Ethnicity and Education</i> , 11(4), 369–385. <a href="https://doi.org/10.1080/13613320802478879">https://doi.org/10.1080/13613320802478879</a>
21+ Authors	List by last names and initials; include the first 19 authors' names, insert an ellipsis (three dots) but no ampersand, and then add the final author's name.	Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., Abbasi-Kangevari, M., Abbastabar, H., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abolhassani, H., Aboyans, V., Abrams, E. M., Abreu, L. G., Abrigo, M. R. M., Abu-Raddad, L. J., Abushouk, A. I., ...Murray, C, J. L. (2020). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: A systematic analysis for the Global Burden of Disease Study 2019. <i>The Lancet</i> , 396(10258), 1204–1222. <a href="https://doi.org/10.1016/S0140-6736(20)30925-9">https://doi.org/10.1016/S0140-6736(20)30925-9</a>
Group/Corporate Author	Treat the organization the same way you treat the author's name and format the rest of the citation as normal. Be sure to give the full name of the group author in your reference list.	Organisation for Economic Co-operation and Development. (2019). Education at a glance 2019: OECD indicators. OECD Publishing. <a href="https://doi.org/10.1787/f8d7880d-en">https://doi.org/10.1787/f8d7880d-en</a> .
Unknown Author	Move the title of the work to the beginning of the references; follow with the date of publication.	<i>How to Reference Correctly</i> . (2003). Merriam-Webster.

## **EXAMPLES OF REFERENCES FROM DIFFERENT SOURCES**

### **Article without DOI:**

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5–13.

### **Article with DOI/URL:**

Bielsa, E. (2005). Globalisation and translation: A theoretical approach. *Language and Intercultural Communication*, 5(2), 131–144.  
<https://doi.org/10.1080/14708470508668889>

### **Magazine Article without DOI**

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today*, 39(4), 86–93.

### **Magazine Article with DOI/URL**

Freedman, D. H. (2012, June). The perfected self. *The Atlantic*.  
[http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single\\_page=true](http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single_page=true)

### **Newspaper Article without DOI**

Schultz, S. (2001, August 3). New drug appears to sharply cut risk of death from heart failure. *The Washington Post*, 1A, 2A.

### **News Article with DOI/URL**

Johnson, K. (2017, January 16). Rwanda takes vital baby steps for preschool education. *East African*.  
<https://www.theeastafrican.co.ke/Rwanda/News/Rwanda-takes-vital-baby-steps-for-pre-school-education/1433218-3519704-bi37kl/index.html>

### **Special Issue of a Journal**

Daller, M., Kuiken, F., Trenkic, D., & Vedder, I. (2021). Linguistic predictors of academic achievement amongst international students and home students in higher education [Special Issue]. *International Journal of Bilingual Education and Bilingualism*, 24(10).  
<https://doi.org/10.1080/13670050.2021.1909452>

## **Books and Reference Works:**

### **Book without DOI**

Bourdieu, P. (1991). *Language and symbolic power*. Polity Press.

Bloomberg, L. D., & Volpe, M. (2015). *Completing your qualitative dissertation: A road map from beginning to end*. Sage.

### **Book with DOI/URL**

Baker, C., & Wright, W. E. (2021). Foundations of bilingual education and bilingualism. Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?k=9781788929899>

### **Edited Book without DOI**

Strathern, M. (Ed.). (2000). Audit cultures: Anthropological studies in accountability, ethics and the academy. Routledge.

### **Edited Book with DOI/URL**

Triandafyllidou, A. (Ed.). (2018). Handbook of migration and globalisation. Edward Elgar. <https://doi.org/10.4337/9781785367519>

### **Chapter in a Book without DOI**

Kawulich, B., & Holland, L. (2012). Qualitative data analysis. In C. Wagner, B. Kawulich, & M. Garner (Eds.), Doing social research: A global perspective (pp. 228–245). McGraw-Hill Higher Education.

### **Chapter in a Book with DOI/URL**

Blackledge, A., & Creese, A. (2016). A linguistic ethnography of identity: Adopting a heteroglossic frame. In S. Preece (Ed.), The Routledge handbook of language and identity (pp. 272–288). Routledge. <https://doi.org/10.4324/9781315669816>

### **Electronic/ Kindle/ Audio Books without a DOI or database URL:**

Cain, S. (2012). Quiet: The power of introverts in a world that can't stop talking (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0Bpbl>

### **Reports**

#### **ERIC Document**

Asio, J. M. R., & Gadia, E. D. (2019). Awareness and understanding of college students towards teacher bullying: Basis for policy inclusion in the student handbook (ED595107). ERIC. <https://eric.ed.gov/?id=ED595107>

#### **Government Report (Group Author)**

United States Government Accountability Office. (2019). Performance and accountability report: Fiscal year 2019. <https://www.gao.gov/assets/710/702715.pdf>

National Cancer Institute. (2019). Taking time: Support for people with cancer (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

### **Government Report (Individual Author)**

Gilmore, J., Woollam, P., Campbell, T., McLean, B., Roch, J., & Stephens, T. (1999). Statistical report on the health of Canadians: Prepared by the Federal, Provincial and Territorial Advisory Committee on Population Health. Health Canada, Statistics Canada, Canadian Institute for Health Information. <https://www150.statcan.gc.ca/n1/pub/82-570-x/4227736-eng.pdf>

Pearson, C. (2015). The impact of mental health problems on family members. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/82-624-x/2015001/article/14214-eng.pdf>

### **Reviews**

#### **Book Review without DOI**

King, N. (2009). The psychology of personal constructs [Review of the book George Kelly: The psychology of personal constructs, by T. Butt]. *History & Philosophy of Psychology*, 11(1), 44–47.

#### **Book Review with DOI/URL**

Amrita, K. (2021). Book review: Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres [Review of the book Writing About Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations Across a Range of Genres, by Healy, M., Matthews, K., & Cook-Sather, A.]. *Frontiers in Education*, 6 (6), 58–59. <https://doi.org/10.3389/feduc.2021.649647>

### **Reference Sources**

#### **Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Group Author)**

Merriam-Webster, Incorporated. (1997). Goat. In Merriam Webster's collegiate dictionary (10<sup>th</sup> ed., pp. 499-500). Merriam-Webster, Incorporated.

#### **Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Individual Author)**

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopaedia of big data*. SpringerLink. [https://doi.org/10.1007/978-3-319-32001-4\\_7-1](https://doi.org/10.1007/978-3-319-32001-4_7-1)

## **Dissertations**

### **Unpublished Dissertation**

Kearns, M. (2014). A Risk Worth Taking? A Study of Mature Students' Experiences in Two Irish Universities [Unpublished doctoral dissertation]. University of Dublin.

## **Other Electronic Sources**

### **Webpage on a website**

National Institute of Mental Health. (2018, July). Anxiety disorders. U.S. Department of Health and Human Services, National Institutes of Health. <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

### **Film or Movie**

Fleming, V. (Director). (1939). Gone with the wind [Film]. Selznick International Pictures; Metro-Goldwyn-Mayer.

### **TV Series**

Benioff, D., Casady, G., Doelger, F., Gerardis, V., & Weiss, D. B. (Executive Producers). (2011–2019). Game of thrones [TV series]. Television 360; Grok! Studio; Generator Entertainment; Bighead Littlehead; Home Box Office.

### **TV Series Episode**

Moran, D. (Writer), Linehan, G. (Writer & Director), & Wood, N. (Director). (2000). Cooking the books (Series 1, Episode 1) [TV series episode]. In W. Burdett-Coutts (Executive producer), Black books. Big Talk.

### **Data-set**

Grantmakers in the Arts. (2019). Arts funding trends, United States, 1994-present (ICPSR 37337) [Data set]. National Archive of Data on Arts & Culture. <https://www.icpsr.umich.edu/icpsrweb/NADAC/studies/37337>

### **PowerPoint Slides**

Jones, J. (2016, March 23). Guided reading: Making the most of it [PowerPoint slides]. SlideShare. <https://www.slideshare.net/hellojenjones/guided-reading-making-the-most-of-it>

### **Online Forum Post**

Lowry, L. [Lois-Lowry]. (2015, June 18). Hi reddit! I am Lois Lowry, author of The Giver - AMA! [Online forum post]. Reddit. <https://bit.ly/2CoiOTq>



### **Tweet**

National Geographic [@NatGeo]. (2020, January 12). Scientists knew African grays are clever, but now they've been documented assisting other members of their species—even strangers [Tweet]. Twitter. <https://twitter.com/NatGeo/status/1216346352063537154>

### **Blog Post**

Flores, N. (2020, August 26). Nice white parents and dual language education [Blog post]. The Educational Linguist. <https://educationallinguist.wordpress.com/2020/08/26/nice-white-parents-and-dual-language-education/>

### **Podcast**

Meraji, S. M., & Demby, G. (Hosts). (2016–present). Code switch [Audio podcast]. National Public Radio. <https://www.npr.org/podcasts/510312/codeswitch>

### **Podcast Episode**

Delaney, S. (Host). (2022, June 05). Social and emotional learning with Sara Rimm-Kaufman (No. 425) [Audio podcast episode]. In Inside Education. Spotify. <https://open.spotify.com/episode/2rhOP2YRNOpFRrtPaqjF2H>

## **ANNEX TWO: THESIS SUBMISSION GUIDELINES (UNIVERSITY OF DUBLIN TRINITY COLLEGE)**

When writing the thesis (both the copy for examination and if successful the final hard-bound copy), you should adhere to the regulations which are specific to TCD and can be found in Part 3 of the Calendar. The following are extracts which you should read carefully as a way of avoiding unnecessary and timely complications.

*Intention to Submit Form.* This form must be completed and returned at least one month prior to submission by every postgraduate research student to the Director of Teaching and Learning Postgraduate in their School, copying [ethesis@tcd.ie](mailto:ethesis@tcd.ie). Submitting this form should initiate the formal nomination of examiners for your thesis and by not submitting this form you may significantly delay the process for the examination of your thesis.

*General.* Candidates and Supervisors should note that these requirements are mandatory, and they are asked to familiarise themselves with the information below. Theses must meet all the requirements set out below. *Please note:* from time to time the Dean of Graduate Studies may approve other formats on an individual basis.

*Language.* A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies. A candidate who wishes to write a thesis or dissertation in a language other than English or Irish should initially contact his/her Supervisor/Course Co-ordinator. The Supervisor/Course Co-ordinator will then consult with his/her Director of Teaching and Learning (Postgraduate). If the latter can satisfy him/herself that a) there are sound academic reasons for the thesis or dissertation to be written in a language other than English or Irish and b) that the candidate has the necessary skills/fluency in the relevant language, then the Director of Teaching and Learning (Postgraduate) should send a summary of the case under the two headings outlined above to the Dean of Graduate Studies. The Dean of Graduate Studies will normally be guided by the recommendation of the Director of Teaching and Learning (Postgraduate) but may refer the matter to the Graduate Studies Committee if s/he deems it necessary.

*Published Work.* A thesis submitted for a higher degree may be based on, or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

*Length.* A thesis must be written concisely. The D.Ed. thesis can be between 60,000-80,000 word long. Additional material, such as numerical appendices, listings of computer programs and textual footnotes, may be bound in a separate volume.

*Typescript and illustrations.* The thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable. The type must be black and not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the other three sides not less than 20 mm. The two copies of the thesis for examination should be soft-bound and printed on one side of the page only. It is expected that the hard-bound copy of a thesis will be printed on both sides of the page on paper of a weight of at least 90gms. A copy of the hard-bound thesis will be

lodged in the Library following approval by Council. Colour photocopies and scanned images may be used in the copy of the thesis deposited in the Library. Soft (i.e. electronic versions) of the thesis may be submitted

*Cover.* A thesis which has been examined and in which all necessary corrections have been completed must be securely bound in hard covers with dark blue cloth. The final size when bound must not exceed 320 x 240 mm.

*Title.* The title of the thesis must be written in full on the title page of each volume of the thesis. The degree for which the thesis has been submitted, the year, and the name of the candidate, in that order, should be lettered in gold, in 24 pt or larger type, down the spine, so as to be readable when the volume is lying flat with the front cover uppermost. The title must also appear in gold lettering on the front cover of the thesis. The year on the spine and title page must be the year that the thesis was approved by Council (not the year of initial submission).

*Declaration.* The thesis must contain immediately after the title page a signed declaration that it has not been submitted as an exercise for a degree at this or any other University, it is entirely the candidate's own work (in the case of a thesis for which the work has been carried out jointly; there must be a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included) and the candidate agrees that the Library may lend or copy the thesis upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement. (See below for withheld access [a "stay"] for such permission).

*Summary.* A succinct summary of the methods used and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

*Acknowledgements.* A formal statement of acknowledgements must be included in the thesis.

*References.* Systematic and complete reference to sources used and a classified list of all sources used must be included in the thesis. The titles of journals preferably should not be abbreviated; if they are, abbreviations must comply with an internationally recognised system (the format may vary according to the precedents and customs of the subject area; graduate students should consult with their Supervisor as to appropriate presentation).

*Abstract.* One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author's full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.

*Submission.*

Students will submit an **electronic copy of their thesis for examination in one PDF file to the link provided by the Academic Registry**. On occasion a student may prefer to submit their thesis for examination in print. In this case, two copies of the thesis, which may not be returned, and which for the first submission should be soft-bound, should be presented at the Academic Registry Service Desk, accompanied by two loose copies of the abstract.

The thesis will not be formally accepted, electronically or otherwise, until it has been established that the candidate is currently registered on the higher degree register and that any outstanding fees have been paid.

A successful thesis i.e. one which has passed all the necessary assessments and has been approved by College Academic Council may be deposited as an 'e-thesis'. Instructions for this can be found at:

<https://www.tcd.ie/library/assets/pdf/eTheses%20step%20by%20step%20instructions.pdf>

*Access to theses.* One copy of every thesis approved for a higher degree is lodged in the custody of the Librarian in the University Library. A thesis so approved may be consulted or copied in the Library or through an inter-library loan. Users must undertake not to use or reproduce material so obtained without the consent of the Librarian and must acknowledge duly the source of such information.

*Withheld access (a "stay").* Should an author of a thesis wish to withhold permission for the use of her/his work, a written application must be made to the Dean of Graduate Studies at the time of submission of the thesis for examination. Such applications must have the written support of the graduate student's Supervisor or Director of Teaching and Learning (Postgraduate), must state the reasons for the request for a stay on access and must provide a contact address. The maximum length of a stay is five years. During this period of withheld permission the thesis may be consulted, lent or copied only by written permission of the author who is under an obligation to reply to all inquiries within a reasonable time.

## **ANNEX THREE: D.ED. STUDENT PROGRESS REVIEW FORM**

**UNIVERSITY OF DUBLIN**

**Trinity College**

**PROGRESS REPORT**

**(D.Ed. Students)**

Please complete the self-assessment part of this form, sign it and forward it to your supervisor by Friday 12<sup>th</sup> April to complete the section overleaf.

The completed form must be returned by your supervisor to the Research Officer by the Friday 26<sup>th</sup> April (phdrsrch@tcd.ie).

Name of postgraduate student: \_\_\_\_\_

Student no: \_\_\_\_\_

Provisional title of thesis: \_\_\_\_\_

\_\_\_\_\_

Name of supervisor(s): \_\_\_\_\_

### **1. Student's self-assessment of work done since September 2025**

This is to be submitted to the supervisor for comments and transmission to the Head of School. Students should not hesitate to mention problems, set backs etc., since these matters are important to the Head of School in monitoring progress and permitting extensions etc. (continue on a separate sheet, if necessary).

Student's signature

\_\_\_\_\_

### **2. Supervisor's comments (the substance of these observations should be discussed with the student).**

Has the student been working in TCD this year? Yes/No

(If the answer is no, please state reasons for absence, place of study and supervisory arrangements).

Do you recommend continuation on the higher degree register? Yes/No

If the student is in her/his final year of registration, do you foresee any problems which might prevent submission of the thesis on or before the cessation date?

Supervisor's Signature

---

## ANNEX FOUR – STUDENT CONFIRMATIONS

### SCHOOL OF EDUCATION TCD

#### D.Ed. Thesis Map & Submission Form

Student name	
Student number	
Provisional title of thesis	
Name of supervisor(s)	

In summary form please can you complete the following sections. The information you will provide is intended to give the reader an 'holistic' overview of your research work so far and complement the more detailed material submitted with this form.

The main aims/objectives of your research and your research questions.	
Please briefly outline the main conceptual and/or theoretical aspects of your research.	
Outline the research methods and approach(s) you are planning to apply in your research.	
An indicative time-line that indicates key stages in your research plan.	
An indicative outline of your chapters – this is just to give the reader a sense of the thesis narrative so far.	
What do you think will be the main outcomes of your research and how will it contribute to the creation of	

knowledge in your chosen field?	
---------------------------------	--

Please enclose this form with the soft copies of your written work as per the conformation requirements.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please email this completed form, along with your materials to:

Ms. Fiona McKibben

Research Officer

Email: [phdrs@tcd.ie](mailto:phdrs@tcd.ie)



## **ANNEX FIVE: TCD STATEMENT THE USE OF AI IN TEACHING, LEARNING, ASSESSMENT AND RESEARCH**

### **COLLEGE STATEMENT ON ARTIFICIAL INTELLIGENCE AND GENERATIVE AI IN TEACHING, LEARNING, ASSESSMENT & RESEARCH**

This statement is a living document that will be regularly reviewed and updated as Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI) technologies evolve and as other related College policies are published.

### **DEFINITIONS**

#### **Artificial Intelligence (AI)**

Artificial intelligence is generally understood to be a set of technologies that enable computers to perform a variety of functions usually perceived as requiring human intelligence – for example, understanding speech, recognising objects in images, composing written answers and problem reasoning. A more formal definition of an AI system from the European Union AI Act (2024) is:

*...a machine-based system designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment and that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments[.] (EU AI Act 2024)*

#### **Generative Artificial Intelligence (GenAI)**

Generative AI is the sub-area of AI, involving AI systems which generate content — for example, human dialogue, speech, images and video. GenAI systems are capable of generating such content based on a user's request or instruction. More formally, GenAI is defined by UNESCO as *"an artificial intelligence (AI) technology that automatically generates content in response to prompts written in natural-language conversational interfaces"* (UNESCO 2023).

### **AI AND GENAI IN TRINITY**

As Ireland's leading university and as a world leader in AI research, Trinity recognises that AI and GenAI offer new opportunities for teaching, learning, assessment and research. We also recognise that these technologies present challenges and risks, including to academic integrity, ethics, privacy, impartiality, intellectual property and sustainability.

Acknowledging these opportunities and challenges, Trinity commits to supporting the opportunity for students and staff to become AI literate and fluent, thereby helping them to navigate and respond to the challenges and risks of AI and GenAI in order to harness the potential of (Gen)AI to enhance teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve. We also commit to providing

ongoing resources and guidance to support students and staff to use AI and GenAI in ways that are appropriate, responsible and ethical – and to ensure that academic integrity is maintained in its usage.

College aspires to develop best practice guidelines in this area. In addition to the resources and supports that College provides, and recognising that appropriate uses of AI and GenAI tools vary across academic disciplines, Schools will have some flexibility to customise their own discipline-specific practices in line with this institutional statement, other institutional policies as they develop, and national and international regulation. The College goal is to enable overall consistency in the regulation of GenAI usage, while also respecting where disciplines or degree programmes require specific restrictions in GenAI usage in assessment preparation and execution. Thus, where disciplines or degree programmes wish to refine specific regulations on student use of GenAI for learning, general as well as programme-specific regulations should be communicated in the relevant discipline/degree programme handbook.

Such regulation could range from how student GenAI usage is acknowledged or cited within student assessment submissions, to prohibition of GenAI usage in the production of student assessment submissions.

## **PRINCIPLES UNDERPINNING USE OF AI AND GENAI IN TRINITY**

The principles underpinning the use of AI and GenAI in Trinity align as appropriate with the College's Statement on Integrity (2022) and with the European Commission's Living Guidelines on the Responsible Use of Generative AI in Research (2024).

### **Transparency and Honesty**

We will strive to be transparent and honest in our use of AI and GenAI, and to give clear, fair, impartial and appropriate acknowledgement and citation to any role that AI and GenAI have played in scholarship, teaching, learning, assessment and research.

### **Responsibility and Accountability**

We take very seriously our own responsibility and accountability for our use of AI and GenAI and for the output we create via that use. Acknowledging the importance and necessity of human oversight, we will abide by College policies and other relevant policies and legislation in our use of AI and GenAI in scholarship, teaching, learning, assessment and research.

### **Respect**

We will demonstrate respect for colleagues, students, research participants, subjects, the environment and cultural heritage in our use of AI and GenAI. We will strive to demonstrate respect for intellectual property, personal and sensitive data, and confidential information in its use.

## Innovation

We will strive to harness the potential of AI and GenAI for enhancing or transforming teaching, learning, assessment and research, recognising that creativity and innovation must be balanced by responsibility, integrity, respect, transparency and sustainability at all times.

## GUIDANCE FOR EDUCATORS/STAFF SUPPORTING TEACHING AND LEARNING

Trinity's Centre for Academic Practice have developed a GenAI hub for staff which aims to:

- explain how GenAI works including its capabilities and limitations;
- illustrate how GenAI can be used in teaching, learning, assessment and research;
- give insight into how GenAI is currently used to enhance teaching, learning, assessment and research at Trinity;
- identify risks and challenges to be considered when using GenAI.

Please see [GenAI in Teaching, Learning, Assessment & Research](#) for more information.

### Further Links for Educators

[Generative AI: Guidelines for Educators \(National Academic Integrity Network\) July 2023](#)

### Guidance for students

[Guide to acknowledging the use of generative AI and referencing generative AI](#) (developed by the Library of Trinity College Dublin).

### Guidance for researchers

[Policy on Good Research Practice](#)

### Guidance for professional services staff

Guidance for professional staff will be made available in the coming months.

## FREQUENTLY ASKED QUESTIONS

*What is GenAI?*

GenAI is the sub-area of AI involving systems which 'generate' content on a user's behalf. Where data analytics and other forms of AI previously focused on analysing text, images, and speech, GenAI **generates new content** based on the user's question, query, instruction or prompt tailored to the user's needs, requirements or instructions. The content it generates can take the form of explanations, plans, process descriptions, questions, images or conversational dialogue. However, GenAI tools do not always generate fully correct answers and those using it are advised to read about the risks and restrictions on its usage.

GenAI has been defined as a 'game changer' for society (World Economic Forum 2023) with significant implications for higher education. As a result, it is essential that we understand what

GenAI is, how it works, and how GenAI can be used ethically and responsibly to support teaching, learning, assessment and research — for which developing AI Literacy has become essential.

### *How do I use GenAI?*

There are many GenAI tools available online (e.g. ChatGPT, Microsoft Copilot etc.) which are accessed via a query/conversational interface. These tools typically ask for a 'prompt' (in the form of a question or instruction) typed into a text space. To start using GenAI is thus very easy. If you can phrase a query or a question, you can use GenAI.

GenAI tools can generate very eloquent, convincing text and images. However, GenAI tools do not store facts and knowledge, rather they generate outputs based on **probabilities**. Thus, GenAI is prone to making factual errors (called **hallucinations**) which are nonetheless very convincingly presented. This is where academic/professional judgement and domain expertise are very important. If you are using GenAI, you need to double check the information it is giving you as it will present information which is simply not true! Therefore, it is crucial for any user to fact-check any output from a GenAI tool.

GenAI has proven to be a very effective tool for exploring information, suggesting activities or plans appropriate to a problem or task, or generating ideas or materials through interactive dialogue.

### *How do I cite usage of GenAI?*

Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately cited. A citation should typically include the date of generation, tool used and prompts used to create the output with verbatim quotations enclosed in quotation marks. School/Degree programme handbooks should provide rules for such citation. The format of the citation is dependent on the type of work output or document for which it is being included. Where GenAI content is used verbatim (e.g., in the form of unedited text or image), this should be accompanied by a full citation, with text-based content included in quotation marks. For further guidelines on this see [Guide to acknowledging the use of generative AI and referencing generative AI](#) (developed by the Library of Trinity College Dublin).

Note any long verbatim quotation (e.g. more than one paragraph), even with citation, may be considered inappropriate or poor practice in student assessment documents and publications.

### *What should you NOT do with GenAI?*

It is important to understand that some usages of GenAI are **unlawful** and must therefore be avoided.

Many GenAI tools are trained on vast amounts of data gleaned from a wide variety of sources.

However, the training of such tools is not transparent and the exact extent of their training data and sources remains unknown. Some tools that have been trained on material on the open web are likely to have ingested protected personal data, copyright-protected content, copyright-

infringing content, misinformation, disinformation, hate speech, defamation, and all manner of other unlawful content. Such models are then likely to produce unlawful material in their outputs. However, even GenAI tools trained on curated data to avoid such illegal inputs can still be used in unlawful ways and can still produce unlawful outputs – and it is necessary to be aware of these problems when using such tools.

For example, since most GenAI tools harvest inputs and use interactions with users for their systems development, you must ensure that their inputs, prompts, queries, instructions, contextual information, and other interactions are lawful. So, just as you are **not allowed share personal, private or sensitive information** about colleagues/students on websites or via other electronic means, you are NOT allowed to use such information as part of inputs, prompts, queries, instructions and other interactions when using GenAI tools. In most cases, to do so is **unlawful** as you are sharing private information with a third party (the GenAI provider). Even where sharing such private information is not necessarily unlawful, it is against College regulations. Hence, student work (submitted assessments and contributions) are considered private information, and are NOT allowed to be uploaded into a third-party GenAI tool for any reason.

Similarly, content which is confidential in Trinity or confidential to your user's studies or work (research, teaching or administrative) or for which you do not own the copyright, or which is not publicly available, should NOT be used in creating inputs, prompts, queries, instructions, contextual information, and other interactions for GenAI. Again, in most cases, to do so is **unlawful**. Even where sharing such information is not necessarily unlawful, it is against College regulations. Hence, confidential College information is NOT allowed to be uploaded into a third-party GenAI tool for any reason.

#### *What are the key concerns with using GenAI?*

As well as the legal liability concerns mentioned above, there are several other concerns of which users of GenAI need to be aware. Because GenAI is trained on such a wide pool of data, content generated by a GenAI tool can contain factual errors and exhibit bias (which can come from bias already embedded in its training data).

The training and use of GenAI systems can also use significant amounts of energy and resources, leading to sustainability concerns. This energy consumption should be considered in relation to College Sustainability policies and practices. Additionally, some GenAI tools harvest information from user prompts including contextual information from users' interaction with GenAI tools, leading to privacy and intellectual property concerns. GenAI tools vary in regard to the extent of these concerns.

#### *How can you use GenAI in your research?*

Knowledge and understanding of how GenAI tools can be used for research is developing rapidly. Many of the issues and responsibilities covered in previous answers are highly relevant regarding lawful, ethical and sustainable use of GenAI in research. The accuracy of AI-generated content needs also to be carefully considered and biases mitigated. Citation of results from GenAI usage in published papers (conference and journal) are determined by the

publisher/event organisers/professional body and adherence to their guidance needs to be maintained.

Regarding how GenAI use can be embedded into the research process and activities, many possible approaches are being explored e.g. using GenAI to correlate papers in literature reviews, using GenAI to generate possible approaches to a problem or task, using GenAI to iterate through and exhaustively evaluate possible solutions/approaches etc. Usage of such tools should be consistent with Trinity's [Policy on Good Research Practice](#).

*What advice should you give to students on their use of GenAI?*

GenAI will be used by students, researchers and staff. Given the ubiquity of GenAI tools within everyday devices and platforms, it is impossible to ban their use. Students and staff are advised that GenAI can generate erroneous, biased content. Therefore, students and staff are expected to **factcheck** information generated by GenAI, and to seek out primary sources of information (e.g. reputable books, publications, papers etc.) as part of a rigorous academic practice. Further advice is available on the Centre for Academic Practice's [GenAI Hub](#) and the National Academic Integrity Network's [Generative AI Guidelines for Educators](#) (July 2023).

From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. If a sentence or quotation from GenAI content is used by a student in their academic work, it must be referenced. Cases of plagiarism are considered under [College Academic Misconduct Procedures](#) and College's [Academic Integrity Policy](#). A complete guide to Academic Integrity policies and procedures is available on Academic Affairs' [Academic Integrity Policy and Related Procedures](#) page. Many research funders and publishers now have policies in relation to the use or misuse of GenAI in writing and review for publications, funding proposals and other academic outputs. Researchers are advised to check any restrictions set by funders and publishers on the use of GenAI.

## RELATED POLICIES AND RESOURCES

Please note, the policies below are those which may be relevant to GenAI. The use of GenAI for research purposes in the preparation of grants or publications will be subject to regulations specific to the funding agency or journal publisher respectively. None of the Trinity policies listed below currently specifically focus on generative AI. [IT policies](#) are also likely to be relevant.

- [Policy, Practice and Regulations on Intellectual Property](#)
- [Data Protection Policy](#)
- [Academic Integrity Policy and Related Procedures](#)
- [Policy on Good Research Practice](#)
- [Equality Policy](#)
- Centre for Academic Practice [Generative AI in Teaching, Learning, Assessment & Research hub](#)
- Library [Guide to acknowledging the use of generative AI and referencing generative AI](#)

- National Academic Integrity Network's [Generative AI Guidelines for Educators](#) (July 2023)

## REFERENCES

European Commission (2024) [Artificial Intelligence Act](#).

European Commission (2024) [Living Guidelines on the Responsible Use of Generative AI in Research](#).

National Academic Integrity Network (2023) [Generative Artificial Intelligence: Guidelines for Educators](#).

Trinity College Dublin (2022) [Statement on Integrity](#).

UNESCO (2023) [Guidance for Generative AI in Education and Research](#).

*Centre for Academic Practice  
Trinity Teaching and Learning  
Trinity College Dublin  
January 2025*

## **ANNEXE 7: COLLEGE STATEMENT ON ACADEMIC INTEGRITY**

The following Statement on Integrity, approved by Council, was developed for academic staff, professional staff, and students.

- In Trinity College Dublin, we commit ourselves as staff and students to acting responsibly and ethically, embracing integrity in all our actions and interactions as members of the College community. Understanding that integrity requires honesty, transparency and accountability, we agree to:
- Strive to do what we say we will, ensuring that we are aware of our commitments and responsibilities in order to fulfil them, and abiding by College and other relevant policies and the highest standards of conduct.
- Give credit where credit is due, recognizing and acknowledging the contributions and achievements of others in scholarship, teaching, research and service.
- Tell the truth, as a community and as individuals, speaking out and listening even when it is difficult, naming problems and honestly acknowledging mistakes.
- Hold ourselves and others to account for the things for which we are each responsible.
- Use resources for the purposes for which they are intended and be above reproach in financial dealings.
- Deal fairly, consistently and transparently with others.



# Don't Panic

